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379.154 Montana State
M4mspve Plan for
1994 vocational
education in
accordance with
P.L. 101-392, The
Carl D. Perkins

MONTANA

STATE PLAN FOR VOCATIONAL EDUCATION

IN ACCORDANCE WITH P.L. 101-392

**THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
ACT OF 1990**

PROGRAM YEARS 1995 - 1996

(July 1, 1994 - June 30, 1996)

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ADDENDA

ADDENDUM A State Plan Public Hearing - Helena

ADDENDUM B State Plan Public Hearing - Billings

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

(State Board for Vocational Education)

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Executive Officer of the Board of Regents

STATE PLAN DEVELOPMENT

As required by P.L. 101-392 [403.30(a); 113(a)(1)(A)] Montana is submitting, to the Secretary, a state plan for the two-year period of program year 1995 and program year 1996.

The Montana Council on Vocational Education, established under Section 403.17, was involved throughout the formulation of this two-year state plan. The Executive Director of the Montana Council on Vocational Education attended state plan development meetings and received draft copies of the "plan in progress" on a regular basis. In addition, the Executive Director of the Montana Council on Vocational Education was sent three copies of the "final draft" of the state plan with a request for council comment, for the "not less than 60 days" comment period as required by 34 CFR, Part 400, Section 403.33(b). [403.31(b); 113(a)(2)(B)]

This state plan will coordinate activities with other related legislation as it evolves and develops during the period of this plan (program years 1995 and 1996). Legislation such as Goals 2000, Educate America, the School-to-Work Opportunities Act, the reauthorization of ESEA, and the Re-employment Act will be integrated with programs, services and activities funded under this state plan.

I. EDGAR CERTIFICATIONS

- A. That the plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]**

The Montana Board of Regents of Higher Education has been assigned the **sole state agency** responsibility for the Carl D. Perkins Vocational Education Act, and subsequent amendments, by the Montana State Legislature as codified in **Section 20-15-102(1), MCA**. As sole state agency, the Montana Board of Regents of Higher Education functions as the **State Board** for the purposes of P.L. 101-392, and is eligible to submit Montana's State Plan for Vocational Education, and any amendments thereto, for any required plan period.

- B. That the State agency has authority under State law to perform the functions of the State under the program. [34CFR 76.104(a)(2)]**

The Montana Board of Regents of Higher Education has authority under Montana Law to perform the functions of the state under this program. The **Montana Board of Regents of Higher Education** contracts with the **Montana Office of Public Instruction** to administer secondary level Perkins funded projects (see page 80).

- C. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

The Montana State Plan may be carried out in accordance with the laws of the state of Montana.

- D. That all provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

All provisions of Montana's State Plan are consistent with Montana State law.

- E. That a State officer, specified by title in the certification, has authority under State law to receive, hold and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]**

The State Treasurer has authority under state law to receive, hold, and disburse federal funds made available under the Montana State Plan. Federal funds disbursed to the State of Montana should flow through the Commissioner of Higher Education via **entity number 1810302402C4** for the Montana University System.

- F. That the State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

The **Commissioner of Higher Education**, acting as the Executive Officer for the Montana Board of Regents of Higher Education, has the authority to submit Montana's State Plan and any amendments thereto.

- G. That the agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

The State Board formally adopts and approves the Montana State Plan as of the date of this certification.

- H. That the plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

The Montana State Plan is the basis for state operation and administration of the provisions of P.L. 101-392 in Montana.

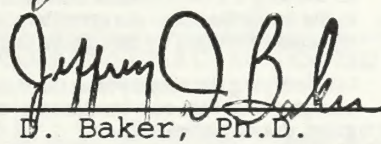
- I. That a copy of the State plan was submitted into the State Intergovernmental Review Process. [Executive Order 12372]**

Montana no longer has a State Intergovernmental Review process as established by Executive Order 12372 and Governor's Executive 11-83. A letter from the Office of the Governor is attached attesting to that fact (APPENDIX A).



Jim Kaze, Chairman
Montana Board of Regents of Higher Education

April 29, 1994
Date



Jeffrey D. Baker, Ph.D.
Commissioner of Higher Education

April 29, 1994
Date

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about--
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

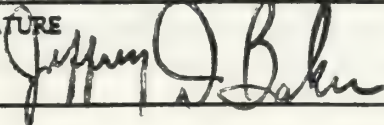
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Montana Board of Regents of Higher Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Dr. Jeffrey D. Baker, Commissioner of Higher Education	
SIGNATURE	DATE
	April 29, 1994

II. FINANCIAL REGULATIONS

A. ASSURANCES

1. The State will comply with provisions of Section 403.180, and will distribute all the funds reserved for the Secondary School Vocational Education Program and Postsecondary and Adult Vocational Education Programs to eligible recipients pursuant to Sections 403.112, 403.113, 403.116. [403.32(a) (6); 113(b) (5)]

2. As a component of the assurance described in paragraph (a) (15) (i) of this section, the State board will annually assess and include in the State plan a report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II of the Act are not less than expenditures for guidance and counseling within the State under the Carl D. Perkins Vocational Education Act in Fiscal or Program Year 1988. [403.32 (a) (15) (ii); 113 (b) (20) (B)]

3. The State will provide for such fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of, and accounting for, Federal funds paid to the State, including those funds paid by the State to eligible recipients under the act. [403.32 (a) (16); 113 (b) (21)]

4. Funds made available under Title II of the Act will be used to supplement, and to the extent practicable increase, the amount of State and local funds that would in the absence of those Federal funds be made available for the uses specified in the State plan and the local applications, and in no case supplant those State or local funds. [403.32 (a) (17); 516 (a) (1) (A)]

B. DESCRIPTIONS

1. The estimated distribution, for each instructional level---secondary, postsecondary, and adult---of funds to corrections educational agencies as prescribed by Section 403.100, of funds to local educational agencies, area vocational education schools, or intermediate educational agencies as prescribed by Sections 403.112 and 403.113, and of funds to eligible institutions as prescribed by Section 403.116. [403.32 (b) (4); 113 (b) (4)]

The estimated distribution of funds as prescribed by Sections 403.100, 403.112, 403.113 and 403.116 is:

Secondary	\$2,088,683
Postsecondary	1,124,675
Corrections	42,845

Montana does not have any Perkins funded area vocational education schools, or intermediate educational agencies as prescribed by Section 403.113.

2. The criteria the State board will use---

- a. For spending the amounts reserved for the State under Section 403.180 (b). [403.32(b) (5) (ii); 113(b) (6) (B)]**

Montana uses the criteria set forth under Section 403.180(b) for spending the amounts reserved for the state. The projected budget table below demonstrates the allocation of Montana's formula allocated funds and Title III allocations, based on program year 1994 allocations. The formulae used for these allocations can be found on page 12.

Fund Accounting and Fiscal Control

a.) Fund Accounting

In order to trace Perkins Grant funds to a level of expenditure sufficient to ensure monies are distributed in compliance with federal regulations, the Office of the Commissioner of Higher Education has established a discrete special revenue fund to separately record Perkins grant activity. Detailed subsidiary accounts are established within the special revenue fund to coincide with the programs outlined in P.L. 101-392 and also by project number within the program. Both the Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) utilize SBAS, which has been determined to meet federal requirements. Local Education Agencies use the national GAAP.

b.) Fiscal Control

OCHE, with OPI, has established the following control mechanisms intended to ensure Perkins grant recipients use funds in a manner consistent with federal regulations:

1. Grant recipients are required to submit detailed project budgets at the time they complete the RFP. When a project is accepted the grant recipient must supply a preliminary Disbursement and Estimated Requirements report in order to establish a disbursement schedule.

2. Quarterly disbursement and expenditure reports are required from each grant recipient by the 15th day of the month following the last day of each quarter.

3. Grant recipients who find it necessary to adjust planned expenditures must submit a written request for a budget amendment if the adjustment exceeds 10 percent or more of the cost categories originally approved. OCHE/OPI will review the requested adjustment and advise

the grantee. In no case may a grantee exceed the total grant awarded.

4. No disbursements will be made to a grant recipient until the reports are received. No disbursements will be made if the reports indicate the amount of cash on hand exceeds their required needs. Montana adheres to the three-day, cash-on-hand requirement.

5. Grant recipients are required to return any unused grant funds to OCHE/OPI by September 1 following the end of the program year.

6. Fiscal reviews are performed on 100 percent of the grantees in a program year to ensure proper expenditure of grant funds and to ensure that equipment is purchased in accordance with federal Perkins regulations. Misuse of Perkins funds will be required to be repaid with non-federal funds.

7. Community-based organizations who receive \$25,000 or more of federal funds from all sources must contract with professional CPA firms to obtain audits not less frequently than every two years. A copy of the audit report issued by the auditing firm must be submitted to OCHE/OPI for review. Audit requirements for all LEAs are required by state law not less frequently than every two years.

3. What method the State will use to distribute minimal amounts for the purpose Section 403.119(a). [403.32 (b) (20); 233 (a)]

Montana does not waive the distribution requirements for secondary school vocational education programs or the postsecondary and adult vocational education programs, since the state does not reserve 15 percent or less under Section 403.180(b)(1).

4. As appropriate, what method the State will use to distribute funds under Section 403.118. [403.32 (b) (21)]

Montana does not request the right to waive the distribution requirements for the postsecondary and adult vocational education programs.

Of the 16 eligible postsecondary institutions offering vocational-technical education at less than the baccalaureate degree level, only four will be excluded from access to these Title II funds, unless they form a consortium. However, those four institutions are four of the seven tribally controlled community colleges in Montana. The highest unemployment rate by identifiable population segment in Montana is that experienced by the residents of the

seven reservations served by those tribal colleges. Further, although the highest percent of economically disadvantaged student enrollments in postsecondary vocational-technical education occurs in the tribal colleges, the total number of students represents less than a quarter of the state's vocational-technical student enrollment. The four tribal colleges were excluded from the funding process specifically due to the following facts:

1. P.L. 101-392 specifies an excessively restrictive minimum grant amount for participation in Title II funds at the postsecondary level. A minimum grant of \$50,000 is an artificial and arbitrary barrier to participation. This restriction is particularly onerous for states with small populations and, therefore, low Title II awards.
2. P.L. 101-392 does NOT provide a waiver criterion such as that afforded LEA eligible recipients that recognizes the impact of serving rural, sparsely populated areas; and
3. P.L. 101-392 does NOT provide a waiver criterion that takes into consideration the proportion of disadvantaged students enrolled, but focuses solely on "number of economically disadvantaged individuals" involved; and
4. P.L. 101-392 gives the state the flexibility to distribute funds in more equitable manner than provided by the Act ONLY if either secondary or postsecondary education is given only 15 percent of the total amount available for formula-allocation under Title II. In Montana, that would amount to a total of \$482,003 for all or either secondary vocational education or postsecondary vocational-technical education.

5. Except as provided in paragraph (a) of this section, from its allotment for the basic program authorized by Title II of the Act, a State shall reserve---

- a. **At least 75 percent for the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs described in Section 403.111; [403.180(b)(1); 102(a)(1)]**
- b. **Ten and one-half percent for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women described in Section 403.81 and the Sex Equity program in Section 403.91, as follows:**
 - (1). **Not less than seven percent for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women. [403.180(b)(2)(i); 102 (a)(2)(A)]**

- (2). Not less than three percent for the Sex Equity Program; [403.180(b)(b)(2)(ii); 102(a)(2)(B)]
- c. Not more than eight and one-half percent for State Programs and State Leadership Activities described in Sections 403.70 and 403.71; [403.180(b)(3); 102(a)(3)]
- d. Not more than five percent or \$250,000, whichever is greater, for administration of the State plan, [403.180(b)(4); 102(a)(4)]
 - (1). of which not less than \$60,000 must be available for carrying out the provisions in Section 403.13, regarding the personnel requirements for eliminating sex discrimination and sex stereotyping; [403.180(b)(4)(i); 102(a)(4)]
- e. One percent for Programs for Criminal Offenders described in Section 403.101. [403.180(b)(5); 102 (a)(5)]

The state of Montana adheres to the hold-harmless levels required. The funds allocated for each of the above areas are identified in the table on page six. In addition, the formulae used to allocate Perkins funds to eligible recipients are included on the following page.

Formula - allocated
 221 Secondary
 222 Postsecondary
 221 SP1/SP2/SPW
 222 Gender Equity
 223 Corrections
 201 State Leadership
 State Administration

TOTAL TITLE II

Montana FY 96 Title III Allocation

Part A: CBO
 Part B: C&H
 Part E: Tech Prep
 TOTAL TITLE III

TOTAL PERKINS FUNDS

Nature & Source of Calculations for Distribution of Funds:

PY 96 Local Application Funds (74.14%) \$3,322,003
 PY 96 Higher Ed Share (35% of Local Appl. Funds) \$1,162,701
 PY 96 Secondary Ed. Share (65% of Local Appl. Funds) \$2,159,302

1. Formula Allocated

sample allocation spreadsheet:

Higher Ed Eligible Recipients	*****1***** Average # of Vo-tech students per term	*****2***** Average # Disabled Vo-tech Student per term	*****3***** Percent Disabled, Vo-Tech in ER	*****4***** Allocation based on Avg. # Disabled, VT student	*****5***** Aver. # Disadv VT student in schools w/ >\$50,000 \$50,000 or more
Billing VTC	456	242	53.07%	\$90,707	242
All other Recipients	4913	2890		\$1,071,994	2,717
GRAND TOTAL	5,427	3,102		\$1,162,701	2,959

headcount students
 enrolled in vo-tech
 for fall, spring, & summer
 terms divided by 3

of Vo-tech students
 in column 1 who are Pell Grant
 and BIA recipients

column 1 divided
 by column 2

column 2 divided by
 total of column
 2 multiplied by total
 higher Ed Share
 (35% of LAP funds)
 **DETERMINES THOSE
 WHO WOULD BE ELIGIBLE
 FOR LESS THAN \$50,000
 **ZEROS OUT THOSE
 DETERMINED TO
 REC'D < \$50,000

If amount in column 4
 is greater than \$50,000
 then carry forward amount multiplied by total
 in column 2
 higher Ed Share
 (35 % of LAP funds)

Secondary Level Subrecipient	*****1***** Chapter 1 allocation	*****2***** # Handicapped students (EHA)	*****3***** number of students enrolled	*****4***** 70% on Chapter 1 Basis	*****5***** 20% on Handicapped basis	*****6***** 10% on Secondary and Adult Ed. Basis	*****7***** Total Allocation
------------------------------	--	--	---	--	--	--	---------------------------------

* = meets rural def.

Anaconda HS
 All Other Recipients
 GRAND TOTAL

States total distributed
 Chapter 1 allocation
 for secondary subrecipient

of handicapped
 students served by
 subrecipient

of students enrolled
 amount in column 1
 divided by total column 1
 divided by 70% of
 total secondary share

amount in column 2
 divided by total column 2
 divided by 20% of
 total secondary share

sum of column 1, 2 & 3

\$227,867	222	1722	\$18,381	\$5,576	\$2,285	\$2,088
\$18,610,328	16,972	162,460	\$1,493,130	\$428,284	\$219,666	\$2,162,214
\$18,738,195	17,194	164,182	\$1,511,511	\$431,860	\$215,931	\$2,159,302

III. SPECIAL POPULATIONS

A. ASSURANCES

1. The State board will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations. [403.32(a)(3); 113(b)(3)(B)]
2. To the extent consistent with the number and location of individuals who are members of special populations enrolled in private secondary schools, the State will provide for the participation of those individuals in the vocational education projects, services, and activities assisted under Sections 403.122 and 403.113. [403.32(a)(5); 113(b)(3)(D)]
3. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities. [403.32(a)(18); 118(a)(1)]
4. Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services and will not be discriminated against on the basis of their status as members of special populations. [403.32(a)(19); 118(a)(2)]
5. Vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with Section 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under Section 614(a)(5) of the Act. [403.32(a)(20); 118(a)(3)(A)]
6. Handicapped students who have individualized education programs developed under Section 614(a)(5) of the IDEA, with respect to vocational education programs, will be afforded the rights and protection guaranteed those students under Sections 612, 614, and 615 of that Act. [403.32(a)(21); 118(a)(3)(B)]
7. Handicapped students who do not have individualized education programs developed under Section 614(a)(5) of the IDEA or who are not eligible to have such a program, with respect to vocational education programs, will be afforded the rights and protection guaranteed those students under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and, for the purpose of the State Vocational and Applied Technology Education Programs, those rights and protection will include making vocational education programs

readily accessible to eligible individuals with handicaps through the provision of services described [in] Section 403.190(b)(3). [403.32(a)(22); 118(a)(3)(C)]

8. Vocational education planning for individuals with handicaps will be coordinated among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies. [403.32(a)(23); 118(a)(3)(D)]

9. The provision of vocational education to each student with handicaps will be monitored to determine if that education is consistent with the individualized education program developed for the student under Section 614(a)(5) of the IDEA, in any case in which an individualized education program exists. [403.32(a)(24); 118(a)(3)(E)]

10. The provision of vocational education will be monitored to ensure that disadvantaged students and students with limited English proficiency have access to that education in the most integrated setting possible. [403.32(a)(25); 118(a)(4)]

11. The requirements of the Act relating to individuals who are members of special populations---

a. Will be carried out under the general supervision of individuals in the appropriate State educational agency or State board who are responsible for students who are members of special populations; and [403.32(a)(26)(i)(A); 118(a)(5)(A)(i)]

b. Will meet education standards of the State educational agency or State board. [403.32(a)(26)(i)(B); 118(a)(5)(A)(ii)]

12. With respect to handicapped students, the supervision carried out under paragraph (a)(26)(i) of this section will be carried out consistent with, and in conjunction with, supervision by the State educational agency or State board carried out under Section 612(6) of the IDEA. [403.32(a)(26)(ii); 118(a)(5)(B)]

B. DESCRIPTIONS

1. The manner in which the State will comply with the requirements in the Act regarding access and services for individuals who are members of special populations and a description of the responsiveness of programs to the special needs of those students. [403.32(b)(3); 113(b)(3)(A)]

The State Board specifically requires eligible recipients to discuss the services offered to meet the needs of special populations. Each eligible recipient, who applies for funds under

the local application process, is required to provide the following information in their local application:

A. Completed enrollment data tables for EACH vocational education or vocational-technical education program in EACH participating agency, using a standard format as exhibited in (Appendix B).

B. Complete a funding distribution table (APPENDIX C) that identifies how they plan to use Perkins funds and other resources to achieve program improvement in those programs identified by their self-assessment as needing improvement AND that serve the highest concentrations of the five special populations. Priority must be given to those programs.

C. For each planned use of funds at each site or for each program, submit a complete set of objectives, planned activities, and evaluation criteria. Evaluation criteria and procedures must relate specifically to the initial statewide standards of performance for measuring project effectiveness.

D. Describe how the needs of EACH of the five special populations cited in the table will be assessed and describe the planned use of funds to meet such needs, including how students who are economically disadvantaged, students of limited English proficiency and handicapped students will be assisted to succeed through supportive services such as counseling, English-language instruction, child care and special aids.

E. Describe how access to programs of good quality will be provided to students who are economically disadvantaged (including foster children), handicapped students, and students of limited English proficiency through affirmative outreach and recruitment efforts.

F. Describe how the provision of vocational education to individuals who are members of special populations, including consistency with IEPs of handicapped students, will be monitored.

G. Describe the ACTIVE cooperation with the state's gender equity program.

H. Funding priority must be given to those programs needing improvement that serve the highest concentrations of individuals who are members of the special populations. For each assisted program, describe its size, scope and quality; how it provides equitable participation for the special populations consistent with the assurances stated in the application; and how the demonstrated occupational needs of

the area have been considered when selecting programs to be assisted.

In addition, all eligible recipients must sign off on assurances that state:

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide vocational education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds.

Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

This eligible recipient will provide a vocational education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and handicapped students to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope and quality as to bring about improvement in the quality of education offered by the school; and (d) seeks to cooperate with the gender equity program carried out by the Gender Equity Coordinator of the sole state agency for the use of Perkins funds.

Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the sole state agency for the use of Perkins funds in Montana.

Each eligible recipient must also provide information concerning their services to special populations in their final narrative report. In addition to reporting on the accomplishment of their objectives and measures of performance (based on Montana's Core Standards and Measures), the final narrative report must include,

for each vocational program assisted with Perkins funds during the program year, ALL the student progress and outcome information. Then with the full and informed participation of representatives of individuals who are members of EACH special population enrolled in the agency, conduct a program review of EACH assisted program to: identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of special populations, evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds, and evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of all aspects of the industry the students are preparing to enter. (See APPENDIX D for local application.)

2. How the State will comply with the provisions of Sections 402.32(a)(18)-(26), 403.115, and 403.205. [403.32(b)(12); 113(b)(23)]

Montana has adopted strict guidelines for the development and implementation of student Individual Education Plans (IEP). In Montana, students' IEPs are monitored, by the LEA Child Study Team, as part of the continuous evaluation process, to ensure that all students 16 years of age and older are actively pursuing a school-to-work transition plan. These plans require access to vocational training. School districts are required to monitor progress on IEPs and the LEA child study team must review a student's IEP at least once every two years. The special education staff of the Office of Public Instruction (State K-12 education agency) reviews each public school at least once every five years in its mandated state and federal review process. In addition, vocational staff from the Office of Public Instruction monitor the utilization of IEPs for vocational students during their evaluation process.

The articulation process that Montana uses to establish goals for special populations consists of the following: Part of overall IEP process into vocational education.

All eligible recipients, in Montana, are required to use Montana's Core Standards and Measures (APPENDIX E). Evaluations of student progress and outcome are based on pre and post-test measures of competency attainment, placement into further education, employment or the military, and/or completion of a vocational-technical program. The use of baseline data measures any change in student outcome or progress as a result of Perkins funds.

Eligible recipients must address Montana's Core Standards and Measures in their local application. All objectives must be written so that they address the state standards and measures.

State staff review all applications to ensure Montana's Core Standards are addressed by all eligible recipients in their local plans. In addition, all evaluations of local application objectives must be written in a format that addresses the state core standards and measures.

Montana has taken efforts to ensure that handicapped students are provided programs and/or services in the least restrictive environment. The state of Montana has developed a comprehensive monitoring system and published a technical assistance guide for school districts which assists them in ensuring that students are receiving services in the least restrictive environment. Also, the state Special Education division of the Office of Public Instruction has developed a comprehensive system of personnel development which provides teacher and administrator inservices on this issue. Because Montana is a sparsely populated state with a total population of approximately 800,000 people spread over an area that would stretch from Washington, D.C., to Chicago, the majority of schools cannot provide separate non-mainstreamed classes for handicapped students because of their size (less than 300 students). As a result of Montana's efforts to ensure that students are provided services in the least restrictive environment, only 266 students in grades (nine - twelve) were in self-contained, ungraded classrooms in 1992-1993. This is a reduction of over 50 percent in the last three years. Beginning with fiscal year 1995, there will not be any fiscal incentive to place secondary students in segregated classrooms. Montana has adopted a neutral fiscal funding policy that provides equal funding for handicapped students regardless of placement.

The Special Education division of the State Education Agency (SEA) monitors the least restrictive environment requirement as part of its comprehensive monitoring system. This requirement is also monitored as part of the vocational education evaluation process.

Special populations students are provided with the full range of supplemental services available in Montana. Montana school districts normally consist of only one secondary school (four of our 164 districts have more than one high school), therefore the disparity of supplemental services between schools in the same district is not an issue. Approximately 82 percent of Montana students were classified as rural isolated students by the U.S. Department of Education's Chapter 1 survey. During the school year 1992-1993, 44,608 students were enrolled in Montana's public schools in grades nine through twelve. Only 266 of the 44,608 students were not mainstreamed. The number of non-mainstreamed students has been decreasing each year, and is expected to continue to decrease because the last regular session of the state legislature changed the state special education funding law so that there will no longer be a financial incentive to place students in a non-mainstreamed environment. Special education services are provided in all secondary schools in Montana. Most secondary

schools also offer Chapter 1 services. The state offers bilingual, migrant and refugee services through the SEA. Local districts requiring assistance with these special populations are provided assistance to meet individual student needs. The SEA has an active Title IV Gender Equity Specialist who works cooperatively with the Perkins Act Gender Equity Coordinator. Over the past several years, these two programs have jointly trained hundreds of vocational educators at the secondary and postsecondary levels on gender equity issues, and have extensive resource collections available to all educators.

The range of supplemental service available to special populations does vary from school to school. All the secondary school systems offer special aides to assist handicapped students if those services are determined to be necessary by the child study team when it develops the child's IEP. Some of the larger systems offer child care and young parent programs to enable teen parents to remain in school. Alternative high schools that assist at-risk students in completing their education also operate in Montana.

Special programs are offered for incarcerated students in high schools that have such students enrolled. Montana has two youth correction facilities operated by the State Department of Family Services. Vocational education and career counseling are offered by both facilities.

At the secondary level, progress has been made toward gender equity in nontraditional programs. However, the trades and industry programs have not yet attained gender equitable enrollment. The Gender Equity Coordinator is working closely with the staff of the Office of Public Instruction and with local schools to address these issues.

Montana students have constantly ranked number one in the Armed Service Vocation Aptitude Battery (ASVAB) test. Montana's vocational programs are of high quality. The SEA updated its "Standards and Guidelines for Secondary Vocational Education" in Montana in August 1993. The Montana Board of Public Education has adopted school accreditation standards that require a minimum of one guidance counselor for every 400 students, and all schools must provide counseling service to their students. All students and their parents must be made aware of the opportunities and availability of vocational education at least one year before it is generally available but no later than the start of the ninth grade. Montana has adopted a middle school concept that requires that all students be exposed to vocational education through a rotational process during middle school. This ensures that students experience vocational offerings non-traditional to their gender. The Montana high school graduation requirements adopted by the State Board of Public Education require that all students must have at least one unit of vocational education/practical arts in order to graduate. The Montana Board of Regents has adopted a policy

that allows in-state approved vocational education to be substituted for foreign language to meet the state college entrance requirements.

At the postsecondary level, Montana offers Perkins-funded vocational education at five Colleges of Technology, three state Community Colleges and three of the Senior units of the State University System, three of Montana's seven Tribal Community Colleges and various private trade schools. At the postsecondary level handicapped students are only identified if they seek supplemental services. The state postsecondary schools actively comply with ADA and Section 504 requirements.

Students with financial needs at the postsecondary level are assisted with state and federal financial aid. Postsecondary students needing remedial help are referred to the local adult basic education program, or are assisted through special learning labs.

Students enrolled in programs nontraditional to their gender are encouraged and assisted by the on-campus counseling programs. Postsecondary vocational education services are provided at the state adult correctional institutions and incarcerated adults at the pre-release centers may take training at postsecondary school where they are eligible for all supportive services provided to any other vocational student. The Gender Equity Coordinator works with all Perkins-funded vocational and vocational-technical programs to ensure that gender nontraditional students have access to and are fully participating in these programs.

Because of Montana's sparse population and rural nature, supplemental services are somewhat limited as compared to those found in more urban areas. However, the quality of Montana's services are a high.

The State Council on Vocational Education monitors and reviews the supplementary services provided to special populations. In a study that reviewed 100 percent of the local applications, the State Council on Vocational Education found that supplementary services are provided to special populations throughout Montana. The supplemental services, identified by the Montana Council on Vocational Education, that are provided to special populations students at the secondary and postsecondary levels include:

curriculum modification	equipment modification
room modification	supportive personnel
instructional aids	resource labs
vocational guidance	career education/exploration
peer tutoring	child care
coordination with	
other service providers	

Each applicant for Title II (75%) Basic Grant funds is required to assess the vocational education needs, including supplemental services, of its students who are members of the special populations targeted in P.L. 101-392. Each recipient is required to assess each of its programs and submit the assessment results to the state. Those assessments form the basis for addressing such needs through the use of Carl D. Perkins and other funds. Local applications are reviewed in relation to the results of the local assessments. If the local application does not address both local and statewide needs, it must be revised accordingly.

To ensure that the needs of special populations students are adequately addressed in the local applications, they are assessed in the following manner. A representative sample is reviewed by the individuals in the SEA who are responsible for supervising services provided to: disadvantaged students (ESEA Chapter 1 Director); handicapped students (Special Education Director); and limited English proficient students (Bilingual/Migrant/Refugee Coordinator). The Gender Equity Coordinator assesses **all** local applications from both secondary and postsecondary applicants. Applications are approved for funding only if they adequately address the vocational education needs of all special population students within their agency. Applicants that are not responsive to these needs are given technical assistance to improve their application. Montana requires applications to sufficiently address these needs before funding is approved.

At the local level, all handicapped students have IEPs developed by a child study team. These IEPs address the students' individual vocational education needs and address a plan for transitioning the student to work at further training after completion of high school. Vocational education students eligible for Chapter 1 services also have team developed educational plans that address the individual educational needs of these students. Students enrolled in nontraditional programs and limited-English-proficient students receive services from the counseling department.

The student to teacher ratio in Montana is about 16 to one because of the rural nature of the state. This small student:teacher ratio allows for more personal attention which benefits the special populations students because teachers can be more aware of students' special needs.

The following tables indicate the numbers of special populations students enrolled in, their percentage of total enrollment and the average reported percentage of change on locally developed assessment instruments for all secondary projects funded under Carl Perkins. These tables are based on program year 1993 enrollment data and are duplicated counts across the special populations.

AGRICULTURE EDUCATION

Special Population	Number	Percent of Enrollment	Percent of Change Reported
Handicapped	214	13.2%	35%
Disadvantaged	460	28.3%	20%
LEP	62	3.8%	59%
Non-Traditional	375	23.1%	31%
Total Enrolled	1623	100%	31%

TECHNICAL EDUCATION

Special Population	Number	Percent of Enrollment	Percent of Change Reported
Handicapped	275	7.5%	32%
Disadvantaged	1272	34.7%	36%
LEP	147	4%	-7.5%
Non-Traditional	923	25.2%	41%
Total Enrolled	3662	100%	41%

TRADE AND INDUSTRY

Special Population	Number	Percent of Enrollment	Percent of Change Reported
Handicapped	213	12.8%	24%
Disadvantaged	738	44.5%	39%
LEP	46	2.8%	70%
Non-Traditional	198	11.9%	60%
Total Enrolled	1660	100%	53%

BUSINESS EDUCATION

Special Population	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	205	4.8%	35%
Disadvantaged	1597	37.2%	35%
LEP	284	6.6%	60%
Non-Traditional	855	19.9%	38%
Total Enrolled	4298	100%	38%

HOME ECONOMICS

Special Population	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	180	6.1%	58%
Disadvantaged	1313	44.2%	25%
LEP	190	6.4%	63%
Non-Traditional	1051	35.4%	38%
Total Enrollment	2968	100%	60%

VOCATIONAL COUNSELING

Special Populations	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	287	3.5%	28%
Disadvantaged	1220	14.8%	48%
LEP	18	.002%	100%
Males	4277	51.9%	55%
Females	3880	48.1%	55%
Total Enrollment	8236	100%	55%

Health Occupations

Special Populations	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	3	23.1%	70%
Disadvantaged	8	61.5%	80%
LEP	0	0	N/A
Non-Traditional	0	0	N/A
Total Enrolled	13	100%	82%

There are no tables for marketing education, the smallest of the vocational offerings in Montana. The reason no data is provided on marketing is because it did not rate high enough on local needs assessment for program improvement to receive assistance. The data gathering techniques did not provide usable data on program completers by special population by program for projects assisted with Carl D. Perkins Vocational Education funds.

The estimated incidence of handicapped in the student population is 11.6 percent. The estimated incidence of disadvantaged in the student population is 31 percent to 35 percent. The estimated incidence of LEP in the student population is 4.7 percent.

The following tables indicate the numbers of special populations students enrolled in all postsecondary Perkins-funded projects. These tables are based on program year 1993 enrollment data and are duplicated counts for special populations. The total enrollments for each program do not include the tribal colleges, although the special populations counts are inclusive. Therefore, there is some discrepancy in the enrollments of special populations and total enrollments.

AGRICULTURE EDUCATION

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	102	
Disadvantaged	100	
LEP	5	
Non-Traditional	32	
		101

MARKETING

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	1	
Disadvantaged	5	
LEP	1	
Non-Traditional	6	
		2

TECHNICAL EDUCATION

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	64	
Disadvantaged	202	
LEP		
Non-Traditional	89	
Corrections	2	
		218

CULINARY ARTS

Special Population	Number	Total Post-Secondary Enrollment
Handicapped		
Disadvantaged	26	
LEP		
Non-Traditional	11	
Corrections		
		26

LAW ENFORCEMENT

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	1	
Disadvantaged	67	
LEP		
Non-Traditional		
Corrections		
		131

TRADE & INDUSTRY

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	48	
Disadvantaged	398	
LEP	21	
Non-Traditional	47	
Corrections	1	
		431

HEALTH

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	105	
Disadvantaged	764	
LEP	32	
Non-Traditional	181	
Corrections		
		1230

BUSINESS

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	298	
Disadvantaged	1595	
LEP	50	
Non-Traditional	277	
Corrections	3	
		1672

TECHNOLOGY ED/IND ARTS

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	18	
Disadvantaged	86	
LEP		
Non-Traditional	26	
Corrections		
		354

Joint planning among agencies for coordination of services to special populations occurs throughout the state. Agencies such as the Office of Public Instruction, the Office of the Commissioner of Higher Education, the Montana Council on Vocational Education, the Displaced Homemaker Network, the Department of Social and Rehabilitative Services, the Department of Labor, all eligible recipients, JTPA service providers, vocational rehabilitation agencies, and community-based organizations coordinate services to special populations on both local and statewide levels.

All eligible recipients and community-based organizations seeking Carl Perkins funds must provide signed assurances that they will comply with the provisions of Section 118 of the Act. The local application must include descriptions of the needs of the special populations students and how the local application will address those needs. Individuals who are members of special populations must be provided with equal access to recruitment, enrollment, and placement activities. They must have equal access to the full range of vocational education and supportive services available to other students, including, but not limited to, cooperative education, apprenticeship and career guidance. These services must be provided in the least restrictive environment. The individuals in the state who are responsible for students who are members of special populations will monitor schools to ensure that these provisions are being met. These provisions are monitored by the state when applications are approved for funding and again when they are reviewed during the closeout process. This evaluation process also includes on-site evaluations. The state evaluates each project for recruitment, enrollment, and placement of special populations students.

Each Carl Perkins recipient is required to inform special populations students, their parents and the public that they do not discriminate against any protected class and that vocational programs and services are available to them. Programs are required to make students and their parents aware of the opportunities for vocational education at least one year before those programs are generally available to students, but in no case later than the start of ninth grade.

In an effort to recruit and enroll special populations students, the state has provided numerous inservice opportunities to teachers, counselors and administrators. The state has expended a great deal of time and funds to increase career counseling at both the middle school and high school levels. Montana has adopted the Montana Career Information System, operated by the state Department of Labor, as Montana's official computerized system because it contains specific Montana labor market information. This system is extensively used at both the secondary and postsecondary levels.

The small size of most Montana schools facilitates enrollment of special populations students into programs because the student to teacher ratio is about 16 to 1. Placement services are equally available to all students enrolled in postsecondary vocational-technical education. Each postsecondary institution offers placement services.

At the postsecondary level, placement services may be provided by the counseling department or by individual vocational-technical instructors. Assistance with postsecondary training is provided to all students by the counseling departments. The state has adopted "Standards and Guidelines for Secondary Vocational Education in Montana" that require placement services for all approved vocational programs. Montana has also adopted the "National Career Guidelines" and the "Montana Counseling Guidelines" which provide for placement activities at the secondary level. In addition, all students over 16 years of age, who are served under IDEA, are required to have a transitional plan as part of their IEP.

Montana has been awarded a School-To-Work Opportunities Development Grant. Placement services, as a result of the proposed legislation, are expected to increase for all students in secondary education.

3. Which indices of economic status the State will use to determine the number of economically disadvantaged students attending vocational educational programs for the purposes of Section 403.114. [403.32(b)(19); 231(d)(3)(A)]

Montana will determine the number of economically disadvantaged students attending secondary vocational education programs based upon the number of students counted for the purposes of Section 1005 of Chapter 1. The state will determine the number of students

attending postsecondary vocational technical education programs based upon the number of students receiving a Pell Grant, Bureau of Indian Affairs Assistance, or assistance under a comparable state program of need-based financial assistance. Montana will ensure that this data is non-duplicative with a cross-check system based upon student identification numbers at the postsecondary school.

IV. EVALUATION

A. ASSURANCES

1. The State board will conduct adequate monitoring of projects, services, and activities conducted by eligible recipients to ensure that the eligible recipients are meeting the goals described in paragraph (a)(3) of this section. [403.32(a)(4); 113(b)(3)(C)]
2. The State will develop and implement a system of standards for performance and measure of performance for vocational education programs at the State level that meets the requirements of Sections 403.301 and 403.202. [403.32(a)(7); 113(b)(8)]

B. DESCRIPTIONS

1. How the State will implement program evaluations with eligible recipients as prescribed in Sections 403.191, 403.192, 403.201(a)(3) and (4), and 403.204. [403.32(b)(9); 113(b)(13)]

In order to adequately monitor programs conducted by eligible recipients to ensure that such programs within Montana are meeting the intent of P.L. 101-392, the state staff will carry out performance reviews of 100 percent of the participating eligible recipient agencies of the previous program year in the fall of each program year: e.g., reviews of program year 1995 activities that end on June 30, 1995, will be reviewed in the fall of 1995. On-site reviews will be conducted in the fall following the program year end, as well. These on-site reviews will include: verification of special populations data reported in annual reports submitted by LEAs and postsecondary education institutions in relation to their two-year local allocation plans; review of subrecipient documentation of services provided in accordance with the terms of the approved local application or one-year grant proposal; verification of evaluation criteria in terms of congruency with statewide core standards and measures of performance; review of fiscal documentation; and examination of equipment and inventory control.

As stated above, Montana monitors funded programs in two ways. First, the state evaluates each funded program each year with a desk review done as part of the yearly closeout. Second, the state conducts on-site program reviews of approximately 25 percent of

funded recipients each year. The state evaluation process over the past three years has shown that Perkins funds have resulted in:

1. a heightened awareness of the vocational needs of special populations students;
2. an increased attention to the vocational needs of special populations students;
3. a significant improvement in program quality of selected vocational programs at the local level;
4. a statewide improvement in vocational programs;
5. an expansion of career guidance programs resulting in greater access to programs for all students;
6. an expansion in the awareness of vocational teachers and administrators regarding gender equity issues;
7. improved coordination between vocational teachers, special education teachers and Chapter 1 teachers;
8. an increase in teen parent programs;
9. improvement in district planning;
10. improved awareness of vocational education among school administrators;
11. vocational enrollment at the secondary level has increased from 28,000 to 35,000 students;
12. supportive services available to special populations students have increased;
13. vocational student organizations have increased in number and enrollment at both the secondary and postsecondary levels;
14. an increase in the number of special education students enrolled in the regular vocational programs;
15. an increased awareness of student accountability; and
16. the implementation of tech-prep programs.

The evaluation process has shown that Perkins funds have had a significant, positive impact on local vocational education programs.

ANNUAL EVALUATION REQUIREMENTS

Each recipient of Perkins funds will annually evaluate the effectiveness for the program(s) conducted with Perkins funds. The evaluation must include the "Montana Initial Core Standards and Measures of Performance and Program Effectiveness," issued in February 1991, and reviewed by the Committee of Practitioners in November 1993. As part of the annual evaluation, each recipient of a local allocation under Title II, Part C, must:

- 1) review programs, with the full and informed participation of representatives of individuals who are members of special populations, to:
 - a) identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of special populations; AND
 - b) evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds; AND
- 2) evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

This annual evaluation and the final fiscal year report for use of Perkins funds is due to the state offices no later than August 31 of the ending program year. The annual assessment information that must be provided, at minimum, by local allocation recipients is included in the Annual Evaluation Format (APPENDIX F). The Final Report Form that summarizes the results of all competitively funded Perkins projects is included in APPENDIX G.

LOCAL PROGRAM IMPROVEMENT PLAN

Each recipient of a two-year allocation of Title II funds under Part C of the Perkins Act must determine whether substantial progress has been made in meeting "Montana's Initial Core Standards and Measures of Performance and Program Effectiveness" (or any subsequent amendments). This determination must be based on a minimum of the annual evaluation described above. **"Substantial progress" is defined as achievement of at least the 80 percent standard of student competency gains in Perkins-assisted programs OR improvement over the locally established baseline in student outcomes for the majority of programs assisted.** Therefore, if only

one or two programs are assisted, progress must be made in these assisted programs.

If substantial progress has not been achieved, the recipient agency must develop a plan, in consultation with teachers, parents and students concerning program improvement in the next school year. The plan must describe how the recipient agency will identify and modify programs funded with Perkins funds including:

- 1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the funded program; AND
- 2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If this local improvement plan requires a change in the objectives, activities and/or initially planned and approved expenditures of Perkins funds, the eligible recipient agency must file a Local Application Modification to the Office of the Commissioner of Higher Education or to the Office of Public Instruction by August 31, 1995. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets will be issued by September 30, 1995.

Montana has utilized the results of past evaluations to modify the local application process. Technical assistance is provided to all eligible recipients in all areas found to be in need of improvement during evaluations.

As a result of evaluations, if the state finds that a local recipient has not satisfactorily met their local improvement goals, they are required to submit a Program Improvement Plan. State vocational education staff provide technical assistance to local recipients in designing such a plan. During the past three program years, there have been approximately six Program Improvement Plans required of eligible recipients, by the state.

The instruments used during on-site program reviews are attached in APPENDIX H.

In addition, 34 CFR, Part 100, Appendix B, requires state agencies responsible for vocational education to monitor vocational education service providers that receive federal assistance from the U.S. Department of Education for compliance with the "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap." This responsibility includes conducting periodic compliance reviews, providing technical assistance, and annually reporting activities and findings.

These responsibilities are conducted for postsecondary education agencies by the staff of the sole state agency, and are delegated to the Office of Public Instruction for secondary schools and agencies. Compliance monitoring activities are conducted in accordance with the "Methods of Administration" dated 1988 and approved by the U.S. Department of Education in September of 1989. The monitoring schedule is designed so that every vocational education service provider that receives financial support from the U.S. Department of Education will be reviewed a minimum of once in five years and 25 percent of those providers will receive a thorough on-site compliance review in the same period.

V. SEX EQUITY, DISPLACED HOMEMAKERS, SINGLE PARENTS, AND SINGLE PREGNANT WOMEN

A. ASSURANCES

1. In the use of funds available for programs for single parents, displaced homemakers, or single pregnant women under 403.81, the State will---

a. Emphasize assisting individuals with the greatest financial need;

b. Give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. [403.32(a) (8)]

2. The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. [403.32(a) (9)]

The Gender Equity Coordinator for the state of Montana is one full-time individual who meets the personnel requirements of 34 CFR Part 400, Section 403.13. Montana's current Gender Equity Coordinator has a Master's Degree in Public Administration, as well as extensive experience in the field. She was a graduate assistant for the Women's Resource Center at Montana State University, and has worked in both gender nontraditional and traditional vocational occupations. The Montana Gender Equity Coordinator also has a strong foundation in the areas of displaced homemakers, single parents and the vocational education needs of all students.

The Gender Equity Coordinator will ensure that priority for services is given to individuals with the greatest financial need and that special consideration is given to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment.

During Program Year 1992, there were 132 (128 females, 4 males) single parents/displaced homemakers, and single pregnant women served at the secondary level and 349 (342 females, 7 males) served at the postsecondary level.

Single parents, displaced homemakers, and single pregnant women received services from two secondary schools and one community-based organization. The services provided included computer skills and word processing training, vocational counseling to teen parents and career awareness and information. One program, which provided vocational counseling to teen parents, reduced the teen parent dropout rate from 31 percent to 18 percent.

There were nine postsecondary programs that provided services to single parents, displaced homemakers and single pregnant women. Several agencies provided a variety of services. Nine of the agencies providing these services were community-based organizations, and eight of these were state Displaced Homemaker Programs. Seven programs provided computer literacy, software application and office skills training. Two programs offered motivational training in preparation for vocational education and developing marketable skills. Eliminating math anxiety was the focus of two programs. Five of the programs included an emphasis on gender nontraditional vocational education and careers for women. Day care was the supportive service used most by program participants.

During program year 1993, there were 28 (25 females, 3 males) single parents/displaced homemakers/single pregnant women served at the secondary level and 512 (501 females, 11 males) served at the postsecondary level.

Single parents, displaced homemakers, and single pregnant women at the secondary level received services from one secondary school. Services included computer skills training, including accounting and spreadsheet classes. Child care was also provided.

There were 11 postsecondary/adult programs that provided services to single parents, displaced homemakers and single pregnant women. All 11 agencies were community-based, state displaced homemaker programs; two were affiliated with community colleges. Services provided by these agencies included marketable computer skills training, job seeking skills, interest/skills and vocational assessment, life skills training, math skills development, and math skills anxiety reduction, financial aid information, sexual harassment/gender equity training, career guidance career exploration, support groups, and support services such as day care and transportation assistance.

For program year 1994, there are 12 projects funded to serve displaced homemakers, single parents and single pregnant women, and seven gender equity projects funded to eliminate sex bias and sex discrimination in vocational education. Some of the services offered in the current program year are support services, such as day care, transportation and support groups. Computer literacy training, prevocational assessment and nontraditional career exploration, self-esteem, career guidance and planning, job shadowing and field experience are other services being offered in the current program year.

Montana uses a unique service delivery system for the single parent, displaced homemakers and single pregnant women set-aside. There are 14 Displaced Homemaker Centers which together provide services to all areas of Montana, including several successful outreach programs to meet the needs of the more rural areas of the

state. All centers participate with other agencies on a competitive basis in the RFP process.

The Network meets biannually to coordinate services throughout the state. The majority of the Montana Displaced Homemaker Network centers fund their activities with a combination of federal, state, and local funds. The centers receive funds from the Job Training and Partnership Act (JTPA), Job Opportunities and Basic Skills (JOBS), and the Carl D. Perkins Vocational and Technology Education Act, as well as state funds derived from a portion of the state's unemployment insurance collections. The variety of funding sources allows the centers to meet a comprehensive set of service needs of the targeted population.

Support services provided to single parents, displaced homemakers, and single pregnant women consist of day care, transportation assistance, support groups, guidance and counseling, career counseling, and financial aid information.

Economic disadvantage is verified by: receipt of Pell Grant or AFDC payments, eligibility for food stamps, free or reduced price lunch program, income verification (income tax records), and migrant status.

Those individuals determined to have greatest financial need are given priority.

3. Description of the special consideration given to displaced homemakers who must prepare for paid employment.

The state will emphasize assisting individuals with the greatest financial need and will give special consideration to displaced homemakers who, because of divorce, separation, or the death of a spouse, must prepare for paid employment when distributing the available funds.

In Montana, Section 221 grants are competitively awarded with preference given to:

1. highly ranked proposals:
 - a. serving displaced homemakers;
 - b. that address the Gender Equity Coordinator's annual plan priorities; and
2. geographic distribution of services.

The request for proposal (RFP) for Section 221 funds is attached as APPENDIX I.

Enrollment in traditionally single-sex programs at the secondary level has been gender equitable in all but three areas: Industrial Arts/Technology Education, Trades and Industrial Technology, and Agriculture. Change has occurred most dramatically in Industrial Arts/Technology Education with an increase in female enrollment of

over 300 percent. The following table shows secondary Vocational Education programs in Montana, and the percentage of female enrollment:

<u>PROGRAM</u>	<u>PERCENT FEMALE ENROLLMENT</u>		
	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
Home Economics	69.9%	68.6%	65.4%
Business	66.5%	62.4%	54.6%
Industrial Arts/Technology Education	9.9%	9.6%	29.4%
Trades and Industrial Technology	8.0%	7.9%	17.0%
Agriculture	21.5%	18.5%	23.4%
Marketing Education	56.0%	51.4%	NA
Health Occupations	45.0%	66.0%	NA
Basic TV Productions	NA	48.6%	NA

The increase in gender nontraditional enrollments in the trades and industrial technology and the industrial arts/technology education programs can be attributed to several factors. During program year 1992 (1991-1992), the Perkins Gender Equity Coordinator conducted extensive trainings across the state that focused on the retention and recruitment of females into gender nontraditional vocational programs. In addition, many of these programs acquired new, high-technology equipment, such as CADD (Computer-Aided Drafting Design), which may have contributed to increasing the appeal of these programs to female students.

Enrollment in vocational programs at the postsecondary level has not achieved the gender equitable enrollments of secondary vocational education, though there have been dramatic changes in most areas. For Program Year 1992, Agriculture and Law Enforcement had no representation by gender nontraditional students (female) and in Program Year 1993, only Law Enforcement lacked gender nontraditional students (female). The following table shows postsecondary Vocational Education programs in Montana, and the percentage of nontraditional student enrollment (duplicated):

<u>PROGRAM</u>	<u>PERCENT ENROLLMENT</u>	
	<u>1991-92</u>	<u>1992-93</u>
Agriculture	0.0%	13.3%
Marketing	9.0%	46.0%
Technical	1.2%	25.0%
Culinary Arts	7.7%	28.0%
Law Enforcement	0.0%	0.0%
Trade and Industry	9.5%	9.1%
Health	7.6%	16.7%
Business	8.0%	12.4%
Technology Education and Industrial Arts	14.2%	20.0%

The RFP for Section 222 funds is attached as APPENDIX J.

The degree to which Montana is meeting the requirements of Section 403.13 is outlined below.

The Gender Equity Coordinator is responsible for the administration of programs serving displaced homemakers, single parents, and single pregnant women described in 403.81 and the sex equity program described in 403.91.

The Annual Report of the Gender Equity Coordinator is the compilation of Montana data concerning the adequacy and effectiveness of vocational and technical education and employment, trends in the labor market, emerging fields and nontraditional occupations for women. The Gender Equity Coordinator's Annual Report is also the document responsible for highlighting:

the status of male and female students and employees being served by Perkins-funded programs serving single parents, displaced homemakers and single pregnant women and programs to eliminate sex bias and stereotyping.

The Gender Equity Coordinator is responsible for reviewing and commenting upon all grant applications received for Perkins funds for all sections, and including Sections 221 and 222. Each applicant is required to develop and implement a plan indicating active participation with the state's Gender Equity Coordinator to eliminate sex bias and stereotyping in vocational education and

employment, and ensure that the needs of women and men in nontraditional jobs are met.

The Gender Equity Coordinator will be responsible for reviewing vocational programs, including career guidance counseling. The Gender Equity Coordinator will make recommendations concerning any practice that may contribute to sex bias and stereotyping, and work with program directors and career counselors in the development of programs that eliminate sex bias and stereotyping, particularly in high technology and gender non-traditional areas.

The Gender Equity Coordinator is responsible for submitting recommendations to the State Board to be included in the State Plan concerning policies and programs that can overcome sex bias and stereotyping in programs serving single parents, displaced homemakers, and single pregnant women and programs to eliminate sex bias and stereotyping; vocational educational programs, including career guidance and counseling, and programs that can increase the numbers of women in non-traditional and technology occupations.

The Gender Equity Coordinator submits to the State Board the Annual Report on the status of programs in the state that address sex bias and sex stereotyping, and other recommendations as necessary.

The Gender Equity Coordinator reviews proposed actions on grants, contracts and the policies of the State Board to ensure that the needs of women are addressed in the administration of the Act.

The Gender Equity Coordinator develops programs and provides technical assistance concerning programs of information and outreach to women concerning education and employment in nontraditional and technical occupations. She also provides technical assistance and advice to secondary and postsecondary institutions and other interested parties on increasing and expanding vocational opportunities for women.

The Gender Equity Coordinator assists administrators, instructors and counselors in implementing programs and activities that will increase enrollment and retention for women in nontraditional programs.

The Gender Equity Coordinator develops an Annual Plan addressing the goals and objectives for the use of funds for programs described in 403.81 and 403.91, to include: managing the distribution of such funds; monitoring the use of such funds by recipients; evaluating the effectiveness of programs and activities supported by such funds.

Available funds for 403.81 are distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the

Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services.

Available funds for 403.91 are distributed on a competitive basis with preference given to highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities and geographic distribution of services.

The Gender Equity Coordinator will ensure that all programs funded in category 403.81 and 403.91 are of sufficient size, scope and quality to be effective and that the grant recipients supply data appropriate to the individuals served in order to permit evaluation of the effectiveness of the program. "Montana's Initial Core Standards for Measures of Performance and Program Effectiveness" apply to this evaluation function, as well as other standards established by the Gender Equity Coordinator.

Evaluation of the effectiveness of programs receiving funds is managed by requirements that grant recipients must submit information about their respective programs. This information is compiled through the use of quarterly program reports, final narratives reports, and annual program review.

Eliminating sex bias and sex stereotyping in Consumer and Homemaking Education Programs is addressed. All Consumer and Homemaking education-funded projects must have at least one outcome that addresses gender equity and active coordination with the Gender Equity Coordinator.

Sixty thousand dollars are reserved to be used solely to fulfill the requirements for a full-time Gender Equity Coordinator and reasonable support staff.

In program year 1992, there were 12 projects funded under Section 221 serving displaced homemakers, single parents, and single pregnant women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. Women's Resource Center	\$28,574
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NEW OPTIONS PROGRAM

Prevocational assessment and planning services in preparation for vocational education and training for marketable skills for single parents, displaced homemakers and single pregnant women in Beaverhead and Madison counties.

2. YWCA/WORKPLACE	\$30,352
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COMPUTER LITERACY/OFFICE SKILLS TRAINING

A project designed to provide computer and modern office technology training to single parents, displaced homemakers, and single pregnant women who identify training in these areas as a necessary

prerequisite to finding gainful employment to become self-sufficient.

3. Career Training Institute \$34,921

MARKETABLE SKILLS TRAINING/COMPUTER LITERACY, SOFTWARE

A project designed to provide essential office skill training and computer skills necessary for immediate employment in the Helena and surrounding areas.

4. YWCA Women's Center \$24,945

LET ME DO IT: REDUCING MATH ANXIETY

A project focused on reducing math anxiety so that displaced homemakers, and single parents will enroll in and complete math classes, GED, upgrade skills, and/or enter into specific vocational preparation so that they may train for careers that are economically and psychologically productive.

5. W.O.R.D., Inc. \$35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT

A project designed to recruit women for training in truck driving or surveying, consisting of a combination of classroom learning, and "hands-on" field experience that will lead to either placement in employment or additional training.

6. Career Futures, Inc. \$35,000

PREVOCATIONAL/MOTIVATIONAL/ATTITUDINAL TRAINING AND OUTREACH

A project to provide prevocational, assessment and planning services to displaced homemakers, single parents and single pregnant women in preparation for vocational training and/or education for marketable skills in areas of current demand to achieve participant self-sufficiency.

7. Career Transitions \$34,924

COMPUTER LITERACY/OFFICE SKILLS TRAINING

A project designed to provide office technology training for displaced homemakers, single parents, and single pregnant women who need current technology training to find employment to become self-sufficient.

8. Montana AFL-CIO \$28,955

PROJECT CHALLENGE SKILLS UPGRADE/SEX EQUITY

A project designed to provide services to overcome the barriers of basic illiteracy, lack of proper counseling and failure to provide access to proven training for gender nontraditional individuals.

9. District IV Human Resource Development Council \$21,972

TECHNOLOGICAL SKILLS FOR TODAY'S OFFICE/EQUITY TRAINING

This office model program was designed to assist displaced homemakers in the attainment of marketable skills that would allow them to compete in a labor where technology has experienced rapid advances.

10. Young Parents' Education Center \$17,400

PREVOCATIONAL OUTREACH/SINGLE PARENT AND PARENTING STUDENTS

A project designed to reduce the dropout rate among single pregnant women and parenting women, and to assist single pregnant and single parenting women with enrollment in postsecondary education and training.

11. Young Families Program \$35,000

DIRECT SERVICES FOR SINGLE SCHOOL-AGE PARENTS

A project designed to provide pregnant and parenting adolescents with parenting, communication, and interpersonal relationship skills, day care services and encouragement to complete high school and continue into further education and/or career opportunities.

12. Big Sandy High School \$11,593

TRAINING/RETRAINING SINGLE PARENTS/DISPLACED HOMEMAKERS-COMPUTER SKILLS

A project designed to provide displaced homemakers, single pregnant women and single parents training in computer literacy, through Big Sandy High School.

In Program year 1992, there were six projects funded with Section 222 funds serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. Flathead Valley Community College \$34,871

WOMEN IN FORESTRY

The Women in Forestry Program was designed to inform young women of employment opportunities in forestry, and to provide limited financial aid to assist attendance in vocational forestry programs.

2. YWCA Women's Center \$24,621

INCREASING SEX EQUITY AWARENESS/EXPLORATION OF NONTRADITIONAL CAREERS

A project focusing on increasing awareness about nontraditional opportunities for women in need of education and training to achieve self-sufficiency.

3. Dawson Community College \$ 1,914

EQUITY AT DAWSON COMMUNITY COLLEGE AND ITS OUTREACH SITES

A project to increase the level of equity awareness on the Dawson Community College Campus, and to its outreach sites. To provide information about nontraditional opportunities for women.

4. Northern Montana College \$23,768

BROADENING CAREER CHOICES: NONTRADITIONAL CAREERS

A program to recruit and place students into nontraditional occupations, provide role models of individuals in nontraditional occupations, and support services such as day care.

5. W.O.R.D., Inc. \$35,000

VOCATIONAL PREP PROGRAM FOR PREGNANT AND PARENTING ADOLESCENTS

A project designed to provide at-risk pregnant and parenting teens career readiness training in an effort to reduce the drop-out rate of these at-risk teens.

6. Mountain View School \$18,251

PREPARING AT-RISK STUDENTS FOR NONTRADITIONAL JOBS

A project to provide at-risk female offenders information on career exploration and nontraditional occupations.

In program year 1993, there were 13 projects funded under Section 221 serving displaced homemakers, single parents, and single pregnant women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. Career Training Institute \$34,884

COMPUTER LITERACY/VOCATIONAL COMPUTER SKILLS TRAINING

A project designed to provide marketable skill training in the areas of word processing, spreadsheet application, and necessary support services such as career counseling and placement.

2. Career Futures, Inc. \$35,000

ECONOMIC SELF-SUFFICIENCY: NONTRADITIONAL/ APPRENTICEABLE

A project designed to promote growth and development, career decision making, job search skills and computer literacy services to displaced homemakers, single parents, and single pregnant women in preparation for vocational training, education, or apprenticeship.

3. YWCA/WORKPLACE

\$35,000

COMPUTER LITERACY/OFFICE SKILLS TRAINING

A project designed to provide computer and modern office technology training to single parents, displaced homemakers, and single pregnant women who identify training in these areas as a necessary prerequisite to finding gainful employment and becoming self-sufficient.

4. Women's Resource Center

\$19,284

IBM COMPUTER LITERACY TRAINING

A project designed to provide single parents, displaced homemakers and single pregnant women with marketable IBM computer skills that will lead to employment and self-sufficiency.

5. W.O.R.D., Inc.

\$35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT

A project designed to develop agency interventions to increase gender nontraditional enrollment and retention in postsecondary, apprenticeship or other approved vocational education programs, and to offer prevocational, assessment and planning services in preparation for vocational education and training for marketable skills.

6. Career Transitions

\$33,561

COMPUTER SKILLS/OFFICE SKILLS TRAINING

A project designed to provide displaced homemakers, single parents and single pregnant women with the training necessary to become employable through computer literacy.

7. Big Sandy High School

\$11,631

TRAINING/RETRAINING ADULT SINGLE PARENTS IN COMPUTER SKILLS

A project designed for single parents, single pregnant women, and displaced homemakers to provide computer literacy training for gainful employment.

8. YWCA Women's Center

\$17,821

WORKSHOPS: REDUCTION OF MATH ANXIETY

A project designed for displaced homemakers, single parents and single pregnant women to offer workshops that will help to eliminate math anxiety, and encourage exploration of careers that may require an advanced knowledge of math.

9. Flathead Valley Community College
Lincoln County Campus

\$34,325

IMPROVING COMPUTER LITERACY

A project designed to provide vocational and career assessment and exploration, and to develop computer literacy for displaced homemakers, single parents, and single pregnant women.

10. Miles Community College

\$23,570

MOTIVATIONAL TRAINING: VOCATIONAL EDUCATION, TRAINING, JOB PLACEMENT

A project designed to provide motivation, self-esteem and career exploration, training and assessment for displaced homemakers, single parents, and single pregnant women who are entering vocational and/or postsecondary education.

11. District IV Human Resource Development Council

\$35,000

TODAY'S OFFICE: AUTOMATED OFFICE SKILLS/EQUITY TRAINING

A project designed to provide training in computer literacy and modern office technology, and encourage exploration of nontraditional careers and gender equity training for displaced homemakers and single pregnant women.

12. Dawson Community College

\$24,779

PREVOCATIONAL ASSESSMENT AND ADVISING

A project designed to provide prevocational assessment and career guidance for displaced homemakers, single parents, and single pregnant women enrolled in Dawson Community College.

13. Young Parents' Program

\$10,111

PREVOCATIONAL OUTREACH PROJECT

A project designed to reduce the dropout rate among single pregnant and parenting teens, to assist single parent and single pregnant students in preparation for postsecondary education and training programs.

In Program year 1993, there were six projects funded with Section 222 funds serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. W.O.R.D., Inc. \$35,000

FUTURES: VOCATIONAL PREP FOR PREGNANT AND PARENTING ADOLESCENTS
A project designed for single parents and single pregnant women to promote and educate about career readiness, and exploration of nontraditional opportunities.

2. Career Futures, Inc. \$ 4,298

CAREER OPTIONS WORKSHOPS

A project designed to provide students career self-assessment opportunities, information about career opportunities, and assistance in developing a program of study.

3. Career Transitions \$33,013

PREPARATORY SERVICES, TRAINING: OVERCOMING BARRIERS

A project designed to recruit, retain, and place women into nontraditional employment or training through gender equity awareness training, and "hands-on" job shadowing with several local and community employers.

4. YWCA Women's Center \$32,230

VOCATIONAL CROSSOVER PROGRAM

A project focused on nontraditional career exploration in an effort to increase enrollment at the local Vocational Technical Center in program areas that have little or no gender equitable enrollment.

5. Flathead Valley Community College
Lincoln County Campus \$19,333

EQUITY IN EMPLOYMENT: WOMEN IN TRADITIONAL VOCATIONAL EDUCATION CLASSES

A project designed to offer women enrolled in traditionally female vocational programs the information and knowledge needed for employment in the natural resource industry.

6. Superior High School \$17,389

INCREASED GENDER EQUITY ENROLLMENT: TECHNOLOGY EDUCATION TRAINING

A project designed to develop a non-sexist technology education curriculum, give 100 percent of Superior High School students information about nontraditional careers and to increase gender balanced enrollment in technology education classes.

For program year 1994, there are 12 projects funded under Section 221 currently serving displaced homemakers, single parents, and single pregnant women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. YWCA Women's Center

\$24,443

ELIMINATING COMPUTER ANXIETY IN PREPARATION FOR VOCATIONAL EDUCATION OR EMPLOYMENT REQUIRING COMPUTER TECHNOLOGY SKILLS

A project designed to address inadequate computer technology skills and/or fear of acquiring computer skills that may inhibit occupational choice and career selection for displaced homemakers, single parents and single pregnant women.

2. Career Transitions

\$33, 973

COMPUTER SKILLS/OFFICE SKILLS TRAINING FOR SINGLE PARENTS/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN

A project designed to provide single parents, displaced homemakers and single pregnant women with the computer technology skills necessary to compete in the job market.

3. Young Parents' Education Center, Inc.

\$14,000

PREVOCATIONAL OUTREACH PROJECT FOR SINGLE PREGNANT AND PARENTING STUDENTS

A project designed to reduce the dropout rate of parenting teens, make referrals to postsecondary education and training programs, and to provide information about nontraditional careers.

4. Career Development Program - Miles Community College

MOTIVATIONAL TRAINING IN PREPARATION FOR VOCATIONAL EDUCATION TRAINING

A project designed to provide self-esteem training to single parent displaced homemakers. This project will offer self-assessment of vocational and occupational interests, education abilities and life skills; the primary focus to target individuals entering work or education programs.

5. Career Futures, Inc.

\$35,000

DEVELOPING MARKETABLE SKILLS THROUGH TRAINING IN NON-TRADITIONAL OCCUPATIONS, APPRENTICESHIPS AND EMERGING TECHNOLOGY

A project designed to provide preparatory services that will increase program participants familiarity with training and career options which incorporate up-to-date and emerging technologies; to include nontraditional occupation options.

6. Women's Resource Center - Dillon

\$20,000

NEW OPTIONS--IBM COMPUTER LITERACY TRAINING

A project designed to provide IBM computer literacy training to displaced homemakers, single parents and single pregnant women that will lead to employment and self-sufficiency.

7. WORKPLACE

\$34,005

COMPUTER LITERACY/OFFICE SKILLS TRAINING FOR SINGLE PARENT/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN

A project designed to provide computer and modern office technology training to single parents, displaced homemakers, and single pregnant women who identify training in these areas as necessary to finding gainful employment.

8. Career Training Institute

\$34,351

MARKETABLE SKILLS TRAINING IN COMPUTER LITERACY

A project designed to provide single parents, displaced homemakers, and single pregnant women with training in computer literacy to become marketable for employment opportunities.

9. Dawson Community College

\$30,160

NEW DIRECTIONS, PREVOCATIONAL ASSESSMENT AND ADVISING

A project designed to provide prevocational, assessment and planning services to single parents, displaced homemakers, and single pregnant women seeking self-sufficiency.

10. District IV Human Resource
Development Council

\$34,959

TECHNICAL SKILLS FOR TODAY'S OFFICE

A project designed to provide single parents, displaced homemakers and single pregnant women with modern office technology skills necessary to seek gainful employment.

11. Missoula YWCA

\$35,000

EXPANDING COMPUTER TRAINING FOR DISPLACED HOMEMAKERS/SINGLE PARENTS

A project designed to provide displaced homemakers, single parents, and single pregnant women with the computer literacy skills necessary to be competitive in the job market.

12. Flathead Valley Community College-
Lincoln County Campus

\$33,447

A PROGRAM TO PROMOTE EQUITY FOR WOMEN IN NATURAL RESOURCE EMPLOYMENT

A project designed to provide single parents, displaced homemakers, and single pregnant women with competitive job seeking skills, gender equity training, and to help in the elimination of math anxiety.

For Program Year 1994, there are seven projects funded with Section 222 currently serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for

individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. WORD \$35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT

A project designed to provide disadvantaged women in north western Montana with skill training and intensive preparation for entrance into nontraditional occupation employment, apprenticeship and/or education.

2. YWCA Women's Center \$31,383

INCREASING GENDER EQUITY REPRESENTATION IN NONTRADITIONAL VOCATIONAL TRAINING AND EMPLOYMENT: IDENTIFICATION AND EXPLORATION

A project designed to increase and retain enrollment of nontraditional student in vocational secondary programs.

3. Career Transitions \$34,958

GETTING AHEAD: NONTRADITIONAL CAREER OPPORTUNITIES AND PREPARATORY SERVICES

A project designed to provide single parents, displaced homemakers and single pregnant women with training and "on-the-job" field experience in preparation for career assessment and entry into nontraditional occupations.

4. Superior Public Schools \$11,595

GENDER EQUITY ENROLLMENT IN TECHNOLOGY EDUCATION TRAINING

A project designed to nurture and enhance a non-sexist technology curriculum, give 100 percent of Superior High School students information about nontraditional careers, and increase gender balanced enrollment in technology education classes.

5. Career Futures, Inc. \$15,968

COMPUTER LITERACY COURSE

A project designed to provide preparatory services to assist individuals who are not enrolled in vocational education programs, to select, or prepare for participation in and appropriate vocational education or training program.

6. Grass Range High School \$18,030

LOOKING AT WORLD OF WORK--NONTRADITIONAL OCCUPATIONS, NONTRADITIONAL COURSE OFFERINGS TO PROMOTE GENDER EQUITY

A project designed to expose students to the world of work, and to explore nontraditional career opportunities.

7. Flathead Valley Community College-
Lincoln County Campus

\$15,029

PROGRAMS PROMOTING EQUITY FOR WOMEN IN NATURAL RESOURCE EMPLOYMENT
A project designed to provide women students to necessary foundational training and experience to succeed in natural resource education and employability.

**GENDER EQUITY COORDINATOR'S ANNUAL PLAN FOR THE USE OF FUNDS
PROGRAM YEAR 1995**

"It is the purpose of the Perkins Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." Gender equity is emphasized throughout the Act so that national and local economies can profit from the contributions of all citizens without hindrance by the artificial limitations gender role restrictions create as "men's work" or "women's work." Women, who now comprise 45 percent of the labor force, are expected to be 63 percent of the total labor force by the year 2000.

Historically, vocational education has consisted of practical instruction aimed at matching students to jobs in industry and commerce. At present, six of ten working women in Montana are paid minimum wage and are unable to support themselves and their dependents without some form of assistance. Working women in Montana earn only \$.505 cents as working men, and the need for continued efforts at eliminating the wage gap and providing equal opportunity to learn and earn are needed in the pursuit to lift Montana families from poverty.

The Gender Equity Coordinator is required to develop an annual plan for the use of funds available in Sections 221 and 222 of the Act to promote gender equity in vocational and technical education. This document is the plan for Fiscal Year 1995.

BACKGROUND

Montana is the fourth largest state with a land mass incorporating 147,046 square miles, and a total population of 799,065. A state sparsely populated within an immense geographical area, Montana is largely poor and rural. Agriculture has long been the prominent industry in the state, though timber, mining and tourism are strongholds in the Montana economy. The travel distance required to provide services to Montana individuals in need of assistance creates a barrier to the conditions of the Act. Transportation costs for outreach to remote areas of the state place tremendous strain on limited funds and human resources.

"Analysis of labor market trends through the year 2000 indicates a major shift from goods-producing to service-producing

industries." Service-producing occupations often pay little more than minimum wage and are frequently considered "women's work". Food service, clerical and retail positions are expected to increase in demand, and many filling these positions will be unskilled single women, and female heads of households. Occupational segregation and poverty will continue to produce economic dependance on social welfare programs and place many children in the state "at risk."

Some things to consider: By the year 2000,

- * Almost all higher paying jobs will require a background in math and science.
- * Women will be the nation's greatest source of new workers.
- * More women will be the sole support of their families.
- * Nine of ten women can expect to spend more than 30 years in the work place.
- * There will be an even greater demand for skilled workers.
- * Three out of four jobs will require some training beyond high school.

As Montana women comprise 45 percent of the state's labor force, it is imperative that those participating now, and in the future, have the skills and education necessary to provide them with the opportunity to enter positions that offer good pay, benefits and the ability to lift themselves and their dependents from poverty.

As was noted in April 1989 in a report by the National Center for Research in Vocational Education, Innovation versus Turf: Coordination Between Vocational Education and Job Training Partnership Act Programs, "The fact that there are so many forms of coordination found in Montana suggest that the level of coordination within the state is high, and that local education agencies are a critical part of the state's JTPA programs...Informal networks which occasionally become formalized in time, have become an integral part of coordination in Montana. Geographic, demographic, and economic factors have also helped to emphasize the need for enhanced coordination." In fact, coordination of programs and limited resources is instrumental to the success of programs administered in Montana.

One example of the extensive coordination between programs is the Nontraditional Employment Training Project (NET) administered through Women Opportunity and Resource Development, Inc. (WORD), a

displaced homemaker center located in Missoula. NET is one of three programs in the nation chosen to receive funds and technical assistance from Wider Opportunities for Women (WOW), a Washington, D.C., based organization that has been involved with women's employment issues for more than 25 years. The NET Project in Montana has worked extensively with the Montana Private Industry Council, Missoula Vocational Technical School, and the Montana Department of Transportation. Funding was provided by JTPA, JOBS, and Carl Perkins.

The NET Project trained women for positions as heavy equipment operator, dispatcher, soil tester, truck driver, survey aid, laborer and sales representative for a meat company. Of the 20 participants, 16 were welfare recipients. The three-week training program had a placement rate of 85 percent and an average salary at placement of \$9.51, more than double the minimum wage.

The director of NET, Ms. Laura Rose, states, "Montana is fast becoming a forerunner in the nation due to the Missoula NET Project!" It is important to ensure that programs addressing the employment needs of women and all displaced homemakers in the state have access to whatever funds may be available to them. All efforts at building a better workforce for Montana must be encouraged.

SECTION 221

SINGLE PARENT / DISPLACED HOMEMAKER / SINGLE PREGNANT WOMEN

The final regulations for the Carl D. Perkins Vocational and Applied Technology Act of 1990 designate the use of funds under Section 221 for individuals who are single parents, displaced homemakers, or single pregnant women. These funds may be used to provide, subsidize, reimburse or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services in preparation of vocational training that will provide marketable skills (p.26).

The National Assessment of Vocational Education found that "There appears to be a consensus about the appropriate set of services in a program for women returning to the labor market: recruitment, counseling, courses or group sessions aimed at building assertiveness and self-esteem, referral to child care and other social services, referral for student aid, and referral to training." (July 1989)

The needs identified in Montana for use of Section 221 funds are:

**PREVOCATIONAL / ASSESSMENT / CAREER COUNSELING / APPRENTICESHIP:
PROGRAMS IN PREPARATION FOR VOCATIONAL EDUCATION AND TRAINING IN
NONTRADITIONAL OCCUPATIONS**

Most women considering a nontraditional occupation are at a distant disadvantage before they begin. Due to the social conditioning of girls in our society, girls and women often lack a basic understanding and knowledge of what nontraditional occupations are or incorporate. This deficiency can be as simple as common tool identification, to the complexities of engine repair. Clearly, social conditioning does not place girls or women in situations that may include exposure to the common elements of traditional "men's work."

Assessment is an important component to the success of individuals aspiring to enter nontraditional occupations. Interests and attitudes of participants must be understood and evaluated if programs are to succeed in retention and placement of individuals in nontraditional jobs. Career counseling is also important to the success of participants. Training must reflect the "real world" environment of working in a nontraditional job, whether that involves the actual work related training, or awareness of the environment and attitudes that participants may encounter upon entering a nontraditional place of work (i.e., hostility of co-workers, sexual harassment, discrimination, physical strength requirements, etc.).

In New Economic Trends For Women's Employment: Implications For Girl's Vocational Education, Lynn C, Burbridge states, "Studies have shown that women are more likely to find jobs in occupations for which they have been trained than are men," and "those familiar with these programs emphasize the importance of establishing mentor relationships and support groups for non-traditional students to help them handle the stresses they encounter. Close ties between programs and businesses also help ease the transition." (1992 p.15-16) Mentoring and apprenticeship programs can be instrumental in retention and placement of qualified participants.

**COMPUTER LITERACY / OFFICE SKILLS:
PROGRAMS IN PREPARATION FOR IMMEDIATE EMPLOYMENT AND/OR CONTINUED
EDUCATION OR TRAINING**

Typically, women educated prior to 1980 were never introduced to the use of computers, and computers are often considered to be "masculine" in nature. The reality is that very few jobs today are isolated from the computer. From the most sophisticated jobs in computer science, to service industry jobs such as clerk in a convenience store, the computer has invaded every area of work. Basic skills are a must, and the lack of these skills can be a factor in one's ability to find employment.

For participants interested in further education or vocational training, basic understanding and ability to operate computers is a skill that will enhance their success in future programs. The "Age of Information" demands a computer literate society.

**OUTREACH / DISTANCE EDUCATION:
SERVICE TO RURAL POPULATIONS AND GEOGRAPHICALLY ISOLATED
INDIVIDUALS WITHIN THE AGENCY'S JURISDICTION**

As a sparsely populated state within a large land mass, there are very serious barriers to service that must be addressed in meeting the needs of potential clients. Scarcity of human resources and continual decreases in financial resources make service to the most needy of Montana's population difficult at best. Displaced homemakers, single parents and single pregnant women are often isolated, placebound, and in dire need of vocational services that may not be readily available in their home communities.

The barriers most common are lack of transportation, transportation costs, child care, family support, job anxiety, limited finances, and little information of what services and job opportunities are available.

Outreach activities that provide information and service must consider the barriers inherent in attempt to reach the rural and isolated populations of the state. Projects serving those parts of Montana with greater degrees of isolation will receive priority funding for outreach services and distance education.

ELIMINATING MATH ANXIETY AND NEGATIVE ATTITUDES ABOUT SCIENCE

Three-fourths of new jobs will require some type of training and education, many requiring applied skills in math and science. Careers nontraditional to women often are based on backgrounds of math and science, creating a distinct disadvantage for women lacking basic knowledge of math and science. This deficit limits the opportunities for women in career choice and work options.

Considering the career opportunities available to Montanans in the natural resource, agriculture and extraction industries, applied math and science skills and ability may be prerequisite to securing a job.

Programs addressing ability, lack of interest and anxiety concerning math and science are necessary if women are to acquire the skills required of many nontraditional occupations presently available in the state.

**SECTION 222
GENDER EQUITY**

The final regulations for the Carl D. Perkins Vocational and Applied Technology Act of 1990 designate the use of funds under 222 for programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education; preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and support services for individuals participating in vocational education. (26-27)

In, New Economic Trends For Women's Employment: Implications For Girl's Vocational Education, Burbridge states, "Workforce 2000, the influential study funded by the U.S. Department of Labor suggests that future labor shortages and increased demand for high-skilled labor may provide a window of opportunity for women and minorities to achieve greater economic mobility, provided that they have the necessary education and training." (1992 p.10) With this in mind, it is imperative that strong and influential gender equity programs in Montana are developed to provide the vocational education and training that individuals will need to attain the skills necessary for jobs in nontraditional occupations.

OUTREACH / INFORMATION DISSEMINATION: PROGRAMS THAT PROVIDE INFORMATION ABOUT VOCATIONAL OPPORTUNITIES

Outreach and information dissemination are important components to vocational education and training, particularly in Montana, where long distances are a barrier to access of information about opportunities. The placement of Montana's Vocational and Technical Schools and Displaced Homemaker Centers is somewhat balanced, yet there remains large pockets of the state that are far removed from services and information. It is important to disseminate information to all sectors of the state and reach the target population that may be "hidden."

Comprehensive targeting of isolated rural areas within each region can be attained through a variety of methods. The advent of technology has enhanced the ability to reach people in places formerly too remote.

RECRUITMENT / RETENTION / PLACEMENT OF INDIVIDUALS IN NONTRADITIONAL OCCUPATIONS

"..the vocational system has not been very successful in moving girls and women into nontraditional jobs. This is not surprising given the findings of the NAVE (National Assessment of Vocational Education) study that relatively few resources were devoted to sex equity programs." (Burbridge, 1992, p.17) Gender equity is federally defined as 75 percent or less of total enrollment consisting of the same sex.

Active measures must be developed and supported in recruitment of individuals into nontraditional vocational training and education. Methods of recruitment will vary dependent on the students targeted and the needs of each program within the various regions of the state.

Though recruitment is the initial task, efforts at recruitment are meaningless to the goals of gender equity if retention is not part of the plan. Merely getting individuals into the program is not enough. Serious efforts must be made to keep participants once they enroll. Retention of participants can be addressed through a variety of pre-vocational and support services to include but not limited to: workplace environment/hostility issues, sexual harassment training, family issues and concerns, self-esteem and empowerment training, physical conditioning for endurance and stamina, career counseling and assessment, support groups and mentoring programs.

Pre-apprenticeship and apprenticeship programs can be an effective means at eventual placement opportunities. This type of practical exposure and experience to "real world" working can be invaluable to the success of the nontraditional employee.

Obviously, recruitment, retention and placement efforts should be considered as a complete program. However, it is understood that some vocational programs may be at different stages of development.

TECHNICAL EDUCATION: PROGRAMS ADDRESSING MATH ANXIETY, APPLIED MATH AND SCIENCE EDUCATION AND COMPUTER LITERACY

As cited earlier in this plan, by the year 2000 almost all higher paying jobs will require a background in math and science, and there will be a greater demand for skilled workers. Projections such as this necessitate the need to encourage individuals, in particular girls and women to overcome the attitudes and anxieties they may have about their ability to perform in math and science courses, as well as apprehension they may have about acquiring computer skills.

Long-held beliefs that math and science courses are "too hard" for some students (particularly for girls and women), must be eliminated. "...as social pressure increases and career goals are formed, girls' decisions to reduce effort in the study of mathematics progressively cut women off from many professional careers." (EVERYBODY COUNTS: A Report to the Nation on the Future of Mathematics Education, 1989, p. 21-22)

Sex-role stereotyping has had similar effects on the choices of females concerning science and computer training as well. Convincing individuals that they can "do math and science" and operate a computer, when they have been conditioned to believe

otherwise, is an integral part of success for those who choose nontraditional employment. Secondary and postsecondary vocational education must address the sex bias and stereotyping that occurs thorough curriculum, classroom behaviors, and institutional attitudes.

ADDITIONAL CONSIDERATIONS FOR PROPOSALS

Proposals for the use of Sections 221 and 222 funds are not limited to the needs stated in the annual plan. Creativity and innovation are encouraged in light of the difficulties of providing adequate services with limited funds. However, funds will be distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services. All qualified proposals will be read and rated by at least five readers from a lay panel. The Gender Equity Coordinator will use the rank order of proposals when determining the funding in distribution in accordance with the state plan.

In order to achieve geographic distribution of funds under Section 221, priority will be given to eligible recipients and/or qualified agencies serving displaced homemakers in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services to displaced homemakers in rural sections of their surrounding service areas.

In order to achieve geographic distribution of funds under Section 222, priority will be given to high-ranking proposals from eligible recipients and/or qualified agencies serving girls and/or women, aged 14 through 25, in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services in rural sections of their surrounding service areas.

Project directors of funds granted through Sections 221 and 222 are expected to have demonstrated a high level of commitment to gender equity and provide documentation of eligible Gender Equity training. Additionally, other persons involved in the administration of programs funded by the Perkins Act are encouraged to complete eligible Gender Equity training.

Gender Equity Training is provided by the Gender Equity Coordinator in an effort to eliminate sex bias and sex role stereotyping in vocational education, and to encourage the recruitment, retention and placement of gender nontraditional students in vocational programs.

Project directors for Section 221 and Section 222 funds are required to receive eight contact hours annually of gender equity

training, to be approved by the Gender Equity Coordinator. A proposal will not be given full points in the gender equity category if the project director does not submit documentation of current gender equity training. The Gender Equity Coordinator provides a series of workshops available for equity credit, and other options for credit must be pre-approved by the Gender Equity Coordinator. Alternative training credit options may include, but are not exclusive of: active participation in regional equity networks, equity training provided by the Office of Public Instruction, appropriate teacher inservice training and conferences, and other activities that may be submitted to the Gender Equity Coordinator for pre-approval.

Other activities that the Gender Equity Coordinator is involved with that promote nontraditional occupational training and development in the state are bi-annual inservice meetings for the members of the State Displaced Homemaker Network, Department of Labor service providers, and Job Training and Partnership Act funders that address the current concerns and needs of service providers; coordination of the State Equity Advisory Council, designed to promote gender equity in vocational technical education and employment; technical assistance to secondary and postsecondary institutions concerning the recruitment, retention and placement of nontraditional individuals; membership with NET, the Nontraditional Employment and Training Council; and participation in a summer camp for Native American girls, aged 8-12, designed to promote nontraditional occupations, and math and science education.

The Gender Equity Coordinator is required to review all local applications for Sections 232 and 235, secondary and postsecondary applicants. All local applicants must plan to address nontraditional vocational education and training and submit an individual plan that assesses the needs of nontraditional occupational training and how they plan to address gender equity and nontraditional occupational training in their program. The Gender Equity Coordinator will provide technical assistance to all funded applications as needed, and all grantees must demonstrate **active** coordination with the Gender Equity Coordinator.

VI. PLANNING

A. ASSURANCES

1. The State has thoroughly assessed the vocational needs of identifiable segments of the population in the state that have the highest rates of unemployment, and those needs are reflected in and addressed by the State plan. [403.32(a)(11); 113(b)(16)]

B. DESCRIPTIONS

1. The procedures and criteria for, and the results of, each of the assessments required by Section 403.203, including the needs identified by the assessments. [403.32(b)(1); 113(b)(1)]

In accordance with Section 403.203, Montana's State Board staff developed assessment criteria that were reviewed by representatives of the groups described in 34 CFR 400.6(c) [school administrators, teachers, parents, members of local boards of education, representatives of institutions of higher education and students] during a Perkins State Assessment Meeting that was held on June 30, 1993. The criteria that were developed included the following:

- o integration of academic and vocational education
- o sequential courses of study leading to both academic and occupational competencies
- o increased student work skill attainment and job placement
- o increased linkages between secondary and postsecondary educational institutions
- o instruction and experience, to the extent practicable, in all aspects of an industry the students are preparing to enter
- o the ability of the eligible recipients to meet the needs of special populations with respect to vocational education
- o raising the quality of vocational education programs in schools with high concentration of poor and low-achieving students
- o the relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies
- o the ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce
- o basic and higher order current and future workplace competencies that will reflect the hiring needs of employers
- o the capability of vocational education programs to meet the needs of individuals who are members of special populations

These criteria were developed into an assessment instrument that was then sent to all secondary and postsecondary schools that have

vocational-technical programs. All education agencies were required to complete an assessment for each vocational technical program in their organization. Assessments were to be completed, for each program, by vocational instructors with assistance from business and industry advisory committee members, and guidance counselors. All secondary and postsecondary assessments were returned to the state staff by October 1, 1993. State staff completed the analysis of the assessment data by November 1, 1993. [The assessment instruments and compiled data are found in APPENDIX K.] The Committee of Practitioners met on November 3, 1993, to provide consultation concerning the state assessment findings. During this meeting, the results of the state assessments were discussed and state goals were developed based on the results of the state assessment. In addition, state and county unemployment rates for the last three years (APPENDIX L) were also analyzed by the state staff for discussion with the Committee of Practitioners.

2. The plans for the use of the funds and how those planned uses reflect the needs described in paragraph (b)(1) of this section. [403.32(b)(2); 113(b)(2)]

The Committee of Practitioners met with state staff on November 3, 1993, to determine plans for the use of the funds based on the state assessment. The data analysis was reviewed and discussed to determine which areas identified by the criteria were most in need of improvement. Montana's state goals were developed based on the needs identified through the state assessment. Montana conducted separate needs assessments for the secondary and postsecondary level programs. Four goals were identified at both secondary and postsecondary levels, and two additional goals were identified at the secondary level and two at the postsecondary level. The data collected in the statewide assessment (APPENDIX K) identifies the criteria that are most in need of improvement.

Three criteria assessed under Section 116 were not identified high on the scale of "most in need of improvement" on the statewide assessment. These criteria, which are currently being met by Montana vocational programs, are: raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students, the relevance of programs to the workplace and to the occupation for which students are to be trained and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies, and the capability of vocational education programs to meet the needs of individuals who are members of the special populations.

The analysis of this data was the basis for the development of Montana's state goals. These goals with the related objectives, activities and evaluation criteria are listed below.

Goal 1. Improve the integration of academic and vocational education.

Objective

Perkins funds will be granted to eligible recipients to improve the integration between secondary and postsecondary educational institutions.

Evaluation

Annual performance reports will demonstrate that integration between secondary and postsecondary educational institutions resulted in increased student skill acquisition and job placement above local baseline data for 80 percent of the funded eligible recipients.

Goal 2. Increase linkages between secondary and postsecondary educational institutions.

Objective

Perkins Title III, E funds will be granted to establish articulation agreements between secondary and postsecondary educational institutions to provide expanded opportunities for lateral and upward mobility in postsecondary vocational-technical education for vocational students.

Perkins funds will be granted to eligible recipients to increase linkages between secondary and postsecondary institutions.

Evaluation

The number of articulation agreements between secondary and postsecondary educational institutions will increase over 1994 baseline by program year 1995.

The number of articulation/transfer of credit agreements with the Montana Systems of Higher Education will increase over 1994 baseline by program year 1996.

Educational opportunities for vocational students for lateral and upward mobility with postsecondary education will increase by program year 1996 over the program year 1994 baseline.

Goal 3. Improve the capability of vocational education programs to meet the needs of individuals who are members of special populations.

Objective

Perkins funds will be granted to eligible recipients to identify and meet the vocational education needs of the members of the special populations present in their student bodies.

Each funded local application must include an objective to improve gender equitable enrollment in a majority of the vocational programs of the eligible recipient(s).

Evaluation

Annual performance reports will show increase retention of student members of the special populations in the majority of funded eligible recipients.

Annual performance reports will show increased gender equitable enrollment in the majority of vocational programs of the funded eligible recipient(s).

- Goal 4. Improve instruction and experience, to the extent practicable, in all aspects of an industry the students are preparing to enter.

Objective

Perkins funds will be granted to eligible recipients to improve instruction and experience, to the extent practicable, in all aspects of an industry the students are preparing to enter.

Evaluation

Annual performance reports will show increase student skill acquisition in all aspects of the industry above local baseline data for 80 percent of the funded eligible recipients.

STATEWIDE SECONDARY

- Goal 1. Improve sequential courses of study leading to both academic and occupation competencies.

Objective

Perkins funds will be granted to all eligible recipients to improve sequential courses of study leading to both academic and occupational competencies.

Evaluation

Annual performance reports will show increased student competencies in academic and occupational areas above local baseline data for 80 percent of funded eligible recipients.

- Goal 2. Improve basic and higher order current and future workplace competencies that will reflect the hiring needs of employers.

Any statewide goal addressed at the secondary level must also address improving student work skills attainment and job placement.

Objective

Perkins funds will be granted to eligible recipient to improve basic and higher order current and future workplace competencies that will reflect the hiring needs of employers.

Evaluation

Annual performance reports will show increased student competencies in basic and higher order workplace competencies above local baseline data for 80 percent of funded eligible recipients.

STATEWIDE POSTSECONDARY

Goal 1. Increase student work skill attainment and job placement.

Objective

Perkins funds will be granted to eligible recipients to improve vocational programs to increase student acquisition of work skills and graduate job placement.

Evaluation

Annual performance reports will demonstrate increased student skill acquisition and job placement above local baseline data for 80 percent of the funded eligible recipients.

Goal 2. Improve the ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Any statewide goal addressed at postsecondary level must also address the special needs of gender nontraditional students in vocational-technical programs.

Objective

Perkins funds will be granted to eligible recipients to update curricula, equipment, and/or instructional materials and to provide personnel development to improve instructional and/or guidance staff knowledge of current and emerging demands of workplace.

Evaluation

There will be an increase over the 1994 baseline of students placed in jobs related to their programs of study by program year 1996.

There will be an increase over the 1994 baseline of surveyed employers indicating appropriate preparedness of program graduates for demands of the workplace.

3. How funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis that is not limited to the area in which the school is located. [403.32(b)(6); 113(b)(7)]

All funds expended for occupationally specific training are used for occupations in which job openings are projected or available, based on state and national labor market analyses. According to the Occupational Outlook Quarterly (Fall, 1993), the fastest growing careers, nationwide, include: home-health aides, human service workers, personal and home-care aides, computer engineers, systems analysts, paralegals, medical assistants, medical records technicians, legal secretaries, and respiratory therapists. In Montana, the fastest growing occupations for 1990 - 1997, based on a 1992 SOICC (Montana State Occupational Information Coordinating Committee) supply and demand report, include: nursing aides/orderlies, heavy truck drivers, light truck drivers, general office clerks, restaurant cooks/food prep workers, bookkeepers, secretaries/general, sales supervisors, receptionists, clerical supervisors, carpenters and home-health aides.

Vocational-technical programs that are funded at the postsecondary level are not limited to the area in which the school is located, but rather are used in the areas of growth cited in the above national and state reports. Such funded programs include: bookkeeping, accounting technology, accounting assistant, truck driving, clerk typist, data-entry clerk, information processing, office/records clerk, food services management, secretarial science/technology, secretarial/stenographer, sales and marketing, retail management, registered nurse, practical nurse, receptionist, office technology, office administration, carpentry, home-health care companion/aide, respiratory therapy, and computer and information sciences.

The vocational programs that are funded at the secondary level provide students with skills and knowledge in the areas of identified occupation goals. These students are then able to obtain an entry-level position in a related field, or to enter related postsecondary programs.

4. In each State plan submitted after Fiscal Year 1991, the progress the State has made in achieving the goals described in previous State plans. [403.32 (b)(7)]

The following goals were described in Montana's state plan for Fiscal Years 1992 - 1994:

1. Increase student work skill attainment and job placement;

2. Increase linkages between secondary and postsecondary educational institutions;
3. Improve the ability of eligible recipients to meet the needs of special populations with respect to vocational education; and
4. Improve the ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Based on the state assessment conducted during September 1993, Montana has made progress in achieving the above goals. The State assessment completed for Montana's Fiscal Year 1992-1994, state plan identified that 76 percent of the vocational programs vocational curriculum, equipment, and instructional materials did not meet the demands of the workplace. However, the State assessment conducted during September 1993 indicated that only 14 percent of the vocational programs, curriculum, equipment, and instructional materials did not meet the demands of the workforce; an improvement of 62 percent of the programs in meeting these needs. In the area of vocational education programs to meet the needs of special populations with respect to vocational education, 57 percent of Montana's vocational programs did not meet these needs during the assessment of programs for the Fiscal Year 1992 - 1994 state plan. The September 1993 Montana state assessment indicates that only 12 percent of vocational programs did not meet the needs of special populations with respect to vocational education; an improvement of 35 percent. Forty-six percent of vocational programs assessed for Montana's Fiscal Year 1992 - 1994 state plan had not increased linkages between secondary and postsecondary educational institutions. The 1993 Montana State Assessment found that only 15 percent of vocational programs did not meet the criteria for increased linkages between secondary and postsecondary; an improvement of 31 percent. Sixty-three percent of postsecondary vocational-technical programs did not meet the needs of increased work skill attainment and job placement. Twenty-two percent of postsecondary vocational programs assessed during September 1993 did not meet the needs of increased work skill attainment and job placement; an improvement of 41 percent. Montana's Annual Performance Report for Program Year 1993 is attached as APPENDIX M.

5. The methods proposed for the joint planning and coordination of programs carried out under the Act with programs conducted under JTPA, the Adult Education Act (20 U.S.C. 1201 et seq.), Chapter 1, the IDEA, and the Rehabilitation Act of 1973, and with apprenticeship programs. [403.32(b)(10); 113(b)(14)]

None of the federal provisions of the Job Training Partnership Act (JTPA), the Adult Education Act, ESEA Chapter 1, the Individuals with Handicaps Education Act (IDEA), the Rehabilitation Act of

1973, or apprenticeship programs requires review or approval of their plans for state use of funds by the State Board for Vocational Education. There are no joint funding mechanisms with the Perkins Act. There are, however, the general requirements to coordinate activities to prevent unnecessary duplication of services within the state. Each local application and grant proposal for funds must include a description of coordination of services with other eligible service providers at the local level. The following sections describe the state-level methods used for joint planning and coordination of Perkins programs with other state-level programs. All letters of coordination are included in APPENDIX N.

1. Job Training Partnership Act

Even though there is no federal requirement that the Job Training Coordinating Council (JTCC) of a state seek State Board review of the plan to use JTPA funds, it has been the policy of the Montana JTCC that the State Board be asked to review its plan for use of JTPA funds in Montana. There are also a series of other established linkages between the administration of both federal programs in Montana:

- o the Montana State Plan for the use of Perkins funds, and any of its subsequent amendments, are submitted to the JTCC for comment prior to submission to the Office of Adult and Vocational Education;
- o there is a JTCC member on the Montana Council for Vocational Education (MCVE) who actively participates in planning for both vocational education and job training services in Montana;
- o there is MCVE representation on both of the state's Private Industry Councils (PIC), as well as a representative of vocational-technical education; and
- o the Office of Public Instruction administers Section 123 JTPA funds and state-level K-12 vocational education activities in the same division. JTPA and Perkins funds are used to jointly fund projects at the local level such as "Jobs for Montana Graduates." Both JTPA and Vocational Education officials serve on the State Occupational Information Coordinating Committees. JTPA and Perkins funds jointly support the Montana Career Information System, which provides Montana specific education and training information for occupations in Montana and the region.

At the local level, JTPA 8 percent and Vocational Education personnel serve on the local task forces for the JOBS Act. In addition, state vocational personnel are currently members of

Montana's School-to-Work Systems Development Team. Some of the most relevant joint planning and coordination of Perkins and JTPA funds occurs at the grantee level, notably among the Montana Displaced Homemaker Network (MDHN) community-based organizations (CBO). These CBOs provide pre-vocational and vocational education and counseling services to the state's displaced homemakers. Because the provisions of JTPA and Perkins do not wholly overlap, these two federal funding sources, augmented with other state funds, subsidize a fairly comprehensive range of services to these targeted populations. The effectiveness of such coordination in Montana has been documented by the National Center for Research in Vocational Education in its report titled, "Innovation vs. Turf: Coordination between Vocational Education and Job Training Partnership Act Programs," April 1989.

The Montana Council on Vocational Education plays an active role in the planning of statewide use of vocational and JTPA funds. For example, in October of 1993, the Sixth Annual Job Training Planning Session was held in Polson, Montana, for the state's Job Training Councils. The MCVE presented a panel on the school-to-work opportunities bill and the necessary coordination between JTPA and Perkins for the success of such a program.

The MCVE routinely assesses the adequacy, effectiveness and coordination of JTPA and Perkins activities as part of their federally mandated responsibilities, and reports their results to the U.S. Department of Education on a biennial basis. They are currently completing their assessment for program years 1992 and 1993.

2. Adult Education Act

There is joint planning and coordination of programs between the Adult Basic Education program and the secondary Vocational Education program at the state and local levels. At the state level, both programs are operated by the Accreditation and Curriculum Services Department in the Office of Public Instruction. The administrators and staff of both programs meet often to discuss common concerns. At the local level, Adult Basic Education is offered by local schools. Vocational facilities are frequently used for Adult Basic Education classes and the same teachers often instruct in both programs. Adult Basic Education Program staff have been involved in the planning for use of Perkins funds under Section 231 of P.L. 101-392. These state and local coordination activities will continue.

3. ESEA Title I, Chapter 1

The method of interaction between the Chapter 1 program and Perkins activities includes the use of Section 1005 dollar allotments in the formula-allocation process for funding LEAs

under Section 231 of P.L. 101-392 and the review of a representative sample of local applications by the Chapter 1 administrator for purposes of compliance with Section 118 of P.L. 101-392. ESEA Title I, Chapter 1 funds and secondary-level Perkins funds are administered and coordinated in the Office of Public Instruction.

4. Limited English Proficient

The method of interaction between the Bilingual/Migrant/Refugee program and Perkins activities involves the review of a representative sample of local applications by the Bilingual/Migrant/Refugee coordinator for purposes of compliance with Section 118 of P.L.101-392. These programs at the secondary level are administered and coordinated in the Office of Public Instruction.

5. Individuals with Disabilities Education Act

The administrator of this Act (formerly the Education of the Handicapped Act) reviews a representative sample of Perkins local applications for purposes of compliance with Section 118 of P.L. 101-392 and also provides monitoring of the appropriate implementation of handicapped students' Individual Education Plans (IEPs), including a mandatory vocational education component. Provision of services to handicapped students is monitored during civil rights compliance reviews by Office of Public Instruction staff, as well as during periodic vocational program review.

6. Rehabilitation Act of 1973

Coordination with vocational rehabilitation agencies in the state is on an individual student basis because there are no mandatory requirements for education for adults with handicaps. Frequently, vocational rehabilitation students are referred for participation in vocational-technical education programs.

7. Apprenticeship Programs

The word "apprenticeship" occurs frequently throughout P.L. 101-392. However, there are actually few funding mechanisms apart from TECH-PREP funds for support of apprenticeship instruction. The only set-aside that was included in P.L. 98-524 that was totally eliminated from the reauthorized Perkins Act was the category of "Adults in Need of Training or Retraining." This exclusion is reflected in the emphasis on improving eligible recipient vocational programs through the 75 percent allocation process. There are requirements to coordinate the development of each local application with relevant apprenticeship programs.

8. Statewide Coordination

All of the above programs are coordinated throughout the state of Montana on both an informal and formal basis. JTPA, Adult Education, ESEA Chapter 1, LEP, IDEA and Apprenticeship are managed by the Office of Public Instruction. Copies of the coordination letters of agreement are attached in Appendix M.

6. The State's rationale for distribution of funds under the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs. [403.32(b)(13)]

The state of Montana will distribute 65 percent of the formula-allocated Title II funds to secondary vocational education eligible recipients, and 35 percent of the funds to postsecondary vocational-technical education eligible recipients. This decision was reached, by the State Board, through consultation with the Office of Public Instruction (State Education Agency), the Montana Council on Vocational Education and the Montana Committee of Practitioners, as well as through comment from the public hearings held on the Perkins Act proposed state plan.

The rationale for the split results from consideration of the assessment of the relative academic, occupational, training and retraining needs of secondary, adult and postsecondary students. The assessment of these needs revealed both common and separate needs for improvement of vocational offerings in the state, and these needs are addressed in the state goals for use of Perkins funds. When the relative needs of secondary and postsecondary students are examined, numerous factors must be considered.

1. Vocational education enrollments at the secondary and postsecondary levels are not statistically comparable. Student enrollment numbers at the secondary level reflect participation in vocational education ranging from one to three hours per day of instruction compared to an average of six to eight hours per day of vocational-technical instruction for postsecondary students. Vocational education at the secondary level reflects instruction for students who must attend school until the end of their compulsory education. Postsecondary students enroll in vocational-technical education on a voluntary basis. Therefore, consideration solely of enrollment "numbers" is not a reasonable basis for allocating federal funds between secondary and postsecondary education when addressing relative needs.

2. If the number of economically disadvantaged students present in the entire secondary versus postsecondary system are considered, the data is not comparable.

3. Montana has one of the lowest high school dropout rates in the nation. Approximately 20 percent of Montana high school students

complete higher education programs at the baccalaureate level within a five-year period, 7 percent go into the military, and the remainder enter the labor force immediately out of high school, do not work or participate in postsecondary vocational-technical education. The needs of secondary vocational education students are, therefore, preparation either for immediate employment or for productive further educational experience.

4. The statistics pertinent to adults in need of training or retraining identify a variety of needs. Adults primarily seek vocational-technical education in Montana to update their skills in their current employment, to acquire occupational skills, or to completely retrain in another occupation.

5. Historical distribution of Perkins funds between secondary and postsecondary levels reflects the impact of formula-allocation of both Handicapped and Disadvantaged categories of funds under P.L. 98-524 and P.L. 101-392 and the results of the competitive process of grant awards for the remainder of available funds.

<u>Program Year</u>	<u>Granted Funds</u>	<u>% to Secondary</u>	<u>% to Postsecondary</u>
1988	\$3.9 million	49%	51%
1989	5.2 million	54%	46%
1990	4.4 million	58%	42%
1991	4.1 million	56%	44%
1992	4.2 million	65%	35%
1993	4.2 million	65%	35%
1994	4.2 million	65%	35%

Given this, it was determined that neither secondary nor postsecondary needs predominated to the exclusion of the other and that, therefore, the alternate funding procedure specified in Section 233 of P.L. 101-392 would not be invoked.

The collective determination was made to base the split on a combination of past distribution of federal vocational funds between secondary and postsecondary levels and on a projection of the funds that would be necessary to meet the students' relative needs through accomplishment of the state goals at both levels. The 35/65 split allows for ongoing support of both program improvement and the vocational education needs of the targeted populations at both levels.

7. A summary of recommendations made at public hearings on the State plan and the State board's response. [403.32(b)(17); 113(a)(2)(B)]

Notice of the two public hearings was provided 30 days prior to the dates of the Public Hearings (February 6, 1994). This notice was provided in Montana's seven major newspapers. The state plan

public hearings were held in Helena, Montana, on March 8, 1994, and in Billings, Montana, on March 9, 1994. This ensured that both the Eastern and Western halves of the state had access to a public hearing. In addition, a letter stating the dates of the public hearings was sent, with copies of the draft plan, to all eligible recipients, community-based organizations, the Office of the Governor, the Private Industry Councils, the Job Training Coordinating Council and the State Council on Vocational Education. Presentations of the draft plan were made to the Private Industry Council, the Job Training Coordinating Council and the State Council on Vocational Education. There was no written comment received from the Governor's office, the Job Training Coordinating Council, or the Private Industry Councils. However, the Job Training Coordinating Council, the CEP/Private Industry Council and the BOS/Private Industry Council voted, after the presentation of the Perkins state plan, to endorse the state plan as presented in draft form.

Len Lintner from the U.S. Department of Education, Office of Vocational and Adult Education, and David Dunbar from the U.S. Department of Education, Office of Civil Rights, attended the public hearing in Helena. The other individuals in attendance at the Helena public hearing represented: four of the seven tribal colleges, the Montana Council on Vocational Education, the Office of Public Instruction, and state staff. David Dunbar also attended the public hearing in Billings. The other individuals who attended the Billings public hearing represented: three of the seven tribal colleges (one of these three had also been represented at the Helena meeting), and state staff.

The majority of the recommendations made at the public hearings concerned the formula allocation for basic grant funds at the postsecondary level. The individuals who commented on the state plan stated that the distribution requirements, 403.116(b)(2), were discriminatory since four of the seven tribal colleges did not meet the \$50,000 minimum grant amount. Several individuals requested that Montana apply for a waiver of the distribution requirements under 403.118. State staff did pursue the possibility of a waiver with U.S. Department of Education, Office of Vocational and Adult Education staff. However, although the tribal colleges have a high percentage of economically disadvantaged students, they do not have the highest numbers of economically disadvantaged students. Therefore, Montana cannot demonstrate, as required by 403.118(a), that the formula in 403.116(b)(2) does not result in a distribution of funds to the institutions within the state that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Several of the individuals who commented at the public hearings did not agree that the ability to form consortia would alleviate the problems associated with the \$50,000 minimum grant amount. Because many of the tribal colleges, like other Montana schools, are

located in extremely rural, isolated areas, it is difficult to form consortium with schools that are separated by several hundred miles. The Sole State Agency agrees that Montana has high populations of economically disadvantaged students who attend postsecondary institutions that are located in rural, isolated areas. One way to ensure that vocational-technical programs, that have high concentrations of special populations, are eligible for Perkins funding would be to allow a waiver, of the \$50,000 minimum grant amount at the postsecondary level, similar to the \$15,000 waiver allowed at the secondary level.

VII. ADMINISTRATION

A. ASSURANCES

- 1. The State board will comply with the applicable requirements of Titles I, II, III, and V of the Act and regulations implementing those requirements (including the maintenance of fiscal effort requirement in Section 403.182). [403.32(a)(1); 113(b)(3)]**
- 2. Eligible recipients will comply with the requirements of Titles I, II, III, and V of the Act and the regulations implementing those requirements. [403.32(a)(2); 113(b)(3)]**
- 3. The State will fund programs of personnel development and curriculum development to further the goals identified in the State plan. [403.32(a)(10); 113(b)(15)]**
- 4. The State board will cooperate with the State council in carrying out the Board's duties under the State plan. [403.32(a)(12); 113(b)(17)]**
- 5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which that acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or [its employees or any affiliate of such an organization.] [403.32(a)(13); 113(b)(18)]**
- 6. State and local funds will be used in the schools of each local educational agency that are receiving funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools in those agencies that are not receiving funds under the Act. [403.32(a)(14); 113(b)(19)]**

7. The State will provide leadership (qualified by experience and knowledge in guidance and counseling), supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs. [403.32(a)(15)(i); 113(b)(20)(A)]

The following assurances, eight through eleven, are not applicable to the state of Montana, since Montana does not receive any funds under this program, nor has Montana requested such funds. Therefore, these assurances will not be addressed in the State Plan.

8. Funds received under the Business-Labor-Education Partnership for Training Program will be awarded on a competitive basis solely for vocational education programs, including programs that---

- a. Provide apprenticeships and internships in industry;
- b. Provide new equipment;
- c. Provide teacher internships or teacher training;
- d. Bring representatives of business and organized labor into classrooms;
- e. Increase the access to, and quality of, programs for individuals who are members of special populations;
- f. Strengthen coordination between vocational education programs and the labor and skill needs of business and industry;
- g. Address the economic development needs of the area served by the partnership;
- h. Provide training and career counseling that will enable workers to retain their jobs;
- i. Provide training and career counseling that will enable workers to upgrade their jobs; and
- j. Address the needs of new and emerging industries, particularly industries in high-technology fields.
[403.32(a)(27); 332(b)(1)]

9. In administering the Business-Labor-Education Partnership for Training Program, the State board will---

- a. Give preference to partnerships that coordinate with local chambers of commerce (or the equivalent), local labor organizations, or local economic development plans;

- b. Give priority to programs offered by partnerships that provide job training in areas or skills where there are significant labor shortages; and
- c. Ensure an equitable distribution of assistance under this part between urban and rural areas. [403.32(a)(28); 332(b)(2-4)]

10. Except as provided in paragraph (a)(30) of this section, not less than 50 percent of the aggregate cost of programs and projects assisted under the Business-Labor-Education Partnership for Training Program will be provided from non-federal sources, and not less than 50 percent of the non-Federal share will be provided by businesses or labor organizations participating in the partnerships. [403.32(a)(29); 332(b)(b)(5)]

11. In the event that a partnership includes a small business or labor organization, 40 percent of the aggregate cost of the programs and projects assisted under the Business-Labor-Education Partnership for Training Program will be provided from non-Federal sources and not less than 50 percent of the non-Federal share will be provided by participating business or labor organizations. [403.32(a)(30); 332(b)(6)]

B. DESCRIPTIONS

1. The criteria the State board will use---

- a. In approving applications of eligible recipients. [403.32(b)(5)(i); 113(b)(6)(A)]

The criteria that the state board will use in approving applications of eligible recipients is outlined in the local application (APPENDIX D). These criteria include:

- 1. the original and one (1) copy of the complete application (including signed assessments of program quality of all vocational programs offered by the applicant agency or the consortium agencies) must be received at the Office of Public Instruction (secondary applications) or at the Office of the Commissioner of Higher Education (postsecondary applications) by no later than 5:00 p.m. on Tuesday, March 1, 1994;
- 2. the applicant must be an eligible recipient;
- 3. all required assurances and waiver requests must be signed;
- 4. the application must contain substantive responses to ALL information requested;

5. the targeted populations have been identified and the needs of those students are being addressed in a meaningful way. This will be assessed by the state staff charged with the responsibility for administering Chapter 1, LEP, handicapped services, and the P.L. 101-392 gender equity program;
6. the planned use of funds corresponds to the targeted and allowable uses of funds; and
7. the plan is considered realistic to achieve the objectives of the application.

2. The methods of administration necessary for the prompt and efficient administration of programs under the Act. [403.32(b)(8); 113(b)(10)]

A copy of Montana's governance structure for vocational-technical education is attached as APPENDIX O.

The Montana Board of Regents/Office of the Commissioner of Higher Education contract with the Office of Public Instruction for the administration of secondary level Perkins funded eligible recipients [CONTRACT IS FOUND IN APPENDIX P]. The Board of Regents/Office of the Commissioner of Higher Education is responsible for postsecondary education in the state of Montana, while the Office of Public Instruction is responsible for all K-12 education in the state. Therefore, the two agencies work closely together to administer Montana's Perkins funds and to provide technical assistance to all eligible recipients.

3. Procedures by which an area vocational educational school, intermediate educational agency, or local educational agency may appeal decisions adverse to its interests with respect to programs assisted under the Act. [403.32(b)(11); 113(b)(22)]

There are three levels of appeals available to citizens of Montana concerning state and local decisions that affect their interests in the character of vocational education programs assisted with P.L. 101-392 funds. One level of appeal relates to development of the Perkins local application by the LEA. The second level of appeal concerns state decisions concerning the acceptability and/or funding of the local applications or competitively-awarded grants in accordance with the terms of the Act and the state plan. The third level of appeal addresses any requests for payback of Perkins funds.

1. At the secondary level, local decisions concerning the prioritization of how Perkins allocations will be spent by an LEA as documented in its local application may be appealed to the county superintendent of schools by parents, students,

teachers and/or concerned area residents through the controversy appeals and hearings process described in state law in Section 20-3-210, MCA. (NOTE: This appeal procedure in regard to the development of the local application by the LEA does not apply to, nor in any way substitute for, the due process provisions specified in the "Administrative Rules of Montana: in Sections 10.16.2401 through 10.16.2417 relating to the education of an individual handicapped child.) The county superintendent's decision may be appealed to the superintendent of public instruction according to the provisions of Section 20-3-107, MCA. (See APPENDIX Q of this plan for copies of these Montana Code Annotated sections.)

2. State implementation of P.L. 101-392 through staff decisions concerning the acceptability of any local application or portion of such application, denial of funding, or requested repayment of funding may be appealed to the state board through Montana Board of Regents of Higher Education Policy 203.5.2. (See APPENDIX R of this plan for a copy of this policy.) For the purposes of appealing state staff decisions on the denial of funding of a local application or portion thereof, the decision of the Assistant Commissioner for Technical Education, who functions as Montana's State Director of Vocational Education under P.L. 101-392, shall be considered the equivalent of a decision reached by a campus dean or president under this policy.

The process to be followed in appealing state-level funding decisions or requests for repayment to the Assistant Commissioner for Technical Education is as follows:

1. A request for an appeal hearing must be filed by the eligible recipient or community-based organization within ten (10) days of the receipt of a denial of funding notification from the Office of Public Instruction (secondary level local applications), or from the Office of the Commissioner of Higher Education (postsecondary local applications).
2. A hearing before the Assistant Commissioner for Technical Education must be conducted within thirty (30) days of the receipt of a request for hearing from an eligible recipient or community-based organization.
3. The Assistant Commissioner for Technical Education shall issue the decision reached as the result of the hearing within two working days of the hearing.

An appeal of the Assistant Commissioner's decision must follow Board of Regents policy 203.5.2.

State board decisions may be appealed through the appropriate federal court.

4. The State corrections educational agency or agencies designated to administer vocational education programs assisted under the Act, and the plan for the use of funds provided under Section 403.180(b)(5). [403.32(b)(14);]

There are two state corrections educational agencies in Montana: the Department of Corrections and Human Services and the Department of Family Services. Both agencies are given the opportunity to submit an annual Plan for Corrections Education to secure 1 percent of the basic grant funds to fund vocational education activities that meet the requirements of Section 225 of P.L. 101-392. In order to be considered for funding, all submitted plans must address at least one of Montana's state goals. Each one-year plan is evaluated according to the criteria shown on the rating form in APPENDIX S. The state board reserves the right to fund either complete plans or portions of plans in order to best meet the intent of the federal Act in the use of these funds.

5. Any delegation of functions under Section 403.12(c). [403.32(b)(15); 111(a)(2)]

The Montana State Board delegates administration of Perkins funded secondary projects to the Office of Public Instruction (State Education Agency) as explained above in description number two. However, the Montana Board of Regents, as sole state agent, is also the fiscal agent for all Perkins funds.

6. The manner in which the State board will comply with the applicable requirements of Titles I, II, III, and V of the Act (including the maintenance of fiscal effort requirements in Section 403.182). [403.32(b)(16)]

Montana will meet the maintenance of fiscal effort requirements in Section 403.182. The fiscal year per student, or the aggregate expenditures of Montana, from Montana state sources, for vocational education for the fiscal year 1995 will at least equal Montana's effort or expenditures for vocational education for fiscal year 1994. The same holds true for fiscal year 1996 in comparison with fiscal year 1995.

The Governor and the state Superintendent of Public Instruction jointly established a technical committee to look at the future needs of agriculture education in Montana. This committee was composed of business people involved in agriculture, agriculture teachers, and teachers' educators from the state university system. Their charge was to develop a long-range plan for agriculture

education in Montana. This they did and presented it to the Governor, State Superintendent and state legislature.

The State Superintendent designated a committee to look at developing a new secondary vocational education funding plan. The committee is made up of vocational educators, vocational education staff from the Superintendent's office, the executive director of the State Council on Vocational Education and members of the business community. The committee was active during the recent special session of the legislature and was instrumental in maintaining current funding for vocational education. The committee is continuing its work to develop a new secondary funding plan to present to the next regular session of the state legislature.

The statewide needs assessment addressed the utilization of state labor market information. The Montana Career Information System, which has been approved as the state's career information system by the SOICC, contains Montana specific labor market information. The use of this system by LEAs greatly increased the last three years. A major reason for the increase in MCIS's availability to students is the result of the first statewide needs assessment that indicated a need for improved career guidance. Many LEAs utilized part of their 75 percent basic grant allocations to secure the MCIS system for their students.

The state expends a portion of their State Leadership funds on professional development and curriculum development. In addition, many LEAs utilize a portion of their 75 percent basic grant for teacher and counselor inservice. Montana has long required teacher inservice whenever federal funds are used to purchase equipment.

The state staff conducts various workshops each year. The various vocational disciplines conduct annual teacher updates on selected topics. The state funds an annual state inservice conference in conjunction with the Montana Vocational Association's fall conference. This effort provides training to about 350 teachers each year. The Tech Prep consortiums have also conducted workshops each year.

To be eligible for a competitive grant under the State Leadership funding, an application must have statewide impact. Often the statewide impact requirement is addressed by providing inservice training opportunities. The RFP for Montana's State Leadership, Section 201 funds, is attached as APPENDIX T.

Each LEA applying for Perkins funding must sign assurances that state and local funds will be used in their schools to provide services which, taken as a whole, are at least comparable to services being provided in their schools which are not receiving Perkins funds. This, however, is not difficult for most Montana schools since only four of 164 school operate more than one school.

Documentation of comparability of services for the purpose of P.L. 101-392 will be satisfied by the same annual documentation required for demonstration of comparability of services of recipient of ESEA Chapter 1 allocation.

The state has encouraged guidance and counseling by adopting the National Career Development Guidelines and the new state guidance and counseling guidelines.

The SEA has joined forces with the state Department of Labor and Industry to put on the ICDM workshops to improve guidance and counseling for several years. The new Standards and Guidelines for Secondary Vocational Education in Montana also contain requirements for career guidance and counseling.

As a result of local needs assessments required as part of the overall statewide assessment, many LEAs expended all or a portion of their 75 percent basic grant allocation to improve their career guidance and counseling programs.

Statewide leadership funds have been utilized to improve career guidance. Expenditures for career guidance and counseling has exceeded the 1988 level each year.

The state's career guidance program provides services to all students. The following table displays the degree of special populations participation (duplicated count) in program year 1993 Perkins funded guidance projects.

VOCATIONAL COUNSELING

Special Populations	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	287	3.5%	28%
Disadvantaged	1220	14.8%	48%
LEP	18	.002%	100%
Males	4277	51.9%	55%
Females	3880	48.1%	55%
Total Enrollment	8236	100%	55%

The State Board of Public Education has established a minimum of school accreditation standards for full-time counselor to 400 students at the elementary and secondary school levels. At the

post-secondary level, all schools provide career counseling, placement, and financial aid assistance.

7. How the State will determine which LEAs are located in a rural sparsely-populated area for purposes of Section 403.112(d)(3). [403.32(b)(18)]

Section 231(b)(2) specifies the waiver criteria of the \$15,000-minimum-grant-or-consortium requirement for LEAs. The first waiver criterion is that the LEA is located in a rural, sparsely-populated area. Montana is the fourth largest state in the nation in terms of square miles of area, but ranks 44th in the nation according to the 1990 Census. Of the 168 schools, 130 have been identified by the U.S. Department of Education as high schools with "Rural Locale" designations according to NCES CCD data for FY 1989 as reported by the Office of Public Instruction in March of 1990. Therefore, the State Board determined that any school with that rural designation had achieved the waiver criterion.

The second waiver criterion is that the LEA demonstrates that it is unable to enter into a consortium for purposes of providing services under Part C of Title II. Each LEA receiving an allocation of less than \$15,000 that has the rural designation described above and that wishes to waive the consortium requirement must submit documentation substantiating that it is unable to form such a consortium to provide vocational education in accordance with the Act and must sign a waiver request. Each such request will be evaluated on a case-by-case basis, with geographic distance between possible consortium members as a major determining factor in granting approval for the waiver.

8. A statement, if any, from the State advisory council on vocational education reviewing and commenting on the State plan. [403.32(c)(1)]

The Montana Council on Vocational Education reviewed and commented on the state plan. A copy of their letter is attached as APPENDIX U.

9. As necessary, the State's reasons for not accepting the recommendations of the State Committee of Practitioners for modifying standards and measures to be used in the statewide system of core standards and measures of performance. [403.32(c)(2)]

Montana has accepted the recommendations of the State Committee Practitioners for modifying standards and measures to be used in the statewide system of core standards and measures of performance.

10. As necessary, the State's response to any objections raised by State agencies consulted during the development of the State plan as required by Section 403.31(e). [403.32(c)(3); 114(a)]

The state board is the state agency, in Montana, that is responsible for supervision of community college, technical institutes, and other two-year postsecondary institutions primarily engaged in providing postsecondary vocational education. The Office of Public Instruction, Montana's state agency responsible for secondary education, contracts with the State Board to administer Perkins funded secondary vocational programs. Both of these agencies, with the assistance of the Montana State Council of Vocational Education, are involved in the development of the State Plan as required by Section 403.31(e).

VIII. CONSUMER AND HOMEMAKING EDUCATION

A. DESCRIPTIONS

1. A State shall use not less than one-third of its allotment under the Consumer and Homemaking Education Program in economically depressed areas or areas with high rates of unemployment of projects, services, and activities designed to improve the home environment and quality of family life. [403.151(a); 312(c)]

Montana's total Consumer and Homemaking Education allocation is currently \$170,576. After removal of the 6 percent Administration set-aside that is allowed (\$10,234.76), one-third of the remaining \$160,341.44 equals \$53,447.15, which is the amount set-aside to be distributed to economically depressed areas. The Montana Department of Labor and Industry, Research and Analysis Bureau, publishes a monthly Statistics in Brief which identifies "Labor Surplus Areas" in Montana. The correlation of unemployment to economic depression is used to determine where our depressed allocation monies are spent. (For example, the Statistics in Brief bulletin currently uses 7.4 percent as the minimum average unemployment rate that must be maintained over the previous two calendar years to qualify a county as a "Labor Surplus Area.")

Montana does not have any pre-identified subrecipients of the CHE funds. All funds are distributed on a competitive basis (ensuring that the one-third economically depressed requirement is met) or set-aside for state leadership in consumer and homemaking education by the home economics education specialist.

All eligible proposals are read and evaluated by a team. The evaluation tool is disseminated with the project proposal for the benefit of project writers. Not less than three (3) readers will

read different sections of each grant submitted by the due date. Projects are ranked, with the Labor Surplus Areas identified first in those projects that rank the highest. Once the money allocated for economically depressed areas is designated, then the remaining funds are issued to qualifying projects until all of the CHE money is consumed.

2. The State shall use the funds for this program for projects, services, and activities---

a. For residents of economically depressed areas; [403.150(b)(1); 312(a)(1)]

All school districts are sent one copy of each of the Carl Perkins request for proposal packets in early November of the year prior to the March 1 deadline for receipt of completed project proposals for the preceding program year. Each packet defines the uses of the funds in accordance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Areas of high unemployment can determine their likelihood to obtain a grant under Consumer and Homemaking Education by researching the Statistics in Brief to see if their county is one of those identified as a "labor surplus area."

Projects that address pregnant and parenting teens will be given priority if they include adoption of all five key elements of the GRADS (Graduation, Reality, and Dual-role Skills) curriculum. This curriculum is nationally validated by the National Diffusion Network.

The state uses the funds for this program for projects, services and activities that include: increasing the integration of technology and academics in consumer homemaking programs; developing new curriculum that incorporates the impact of technology on all areas of consumer homemaking education; providing updated, high-tech equipment for economically depressed areas; incorporating "hands-on" training for students; and exposing students to "state-of-the-art" programs and equipment.

b. That encourage the participation of traditionally underserved populations. [403.150(b)(2); 321(a)(2)]

During the last several program years, the participation of traditionally underserved populations (e.g., males) has been consistently high throughout Montana's consumer homemaking education programs (see table on page 41). Close coordination with the Perkins Gender Equity Coordinator is required of all funded consumer homemaking projects. This has ensured that the needs of the traditionally underserved populations are being addressed.

The first step used to evaluate effectiveness of projects submitted for Consumer and Homemaking Education funds is to determine if (A) one of the six state goals has been addressed in the development of the project. (Goal three states "Improve the capability of vocational education programs to meet the needs of individuals who are members of special populations." Each application packet contains a description of each of the five special populations.) Projects must also address at least one of four purposes as part of the Consumer and Homemaking application. (B) The team of readers determines how successful each proposal is against the evaluation instrument enclosed and tabulates each total. (C) At two professional meetings per year and through telephone and written correspondence, the home economics education specialist is able to provide technical assistance to project directors. (D) Through a written narrative report submitted upon completion of the project, the home economics specialist is able to advise project directors how they can continue to use curriculum, equipment, or inservice education consistently within Carl Perkins law and regulations. The home economics specialist can also advise potential project directors on how to write and implement a quality Consumer and Homemaking Education project.

The RFP for Consumer and Homemaking Education is attached as APPENDIX V).

3. The State shall use the funds for this program for projects, services, and activities that encourage, in cooperation with the individual appointed under Section 403.13(a), the elimination of sex bias and sex stereotyping. [403.150(b)(3); 312(a)(3)]

All Consumer and Homemaking Education proposals are required to describe the steps they plan to use to eliminate gender bias and stereotyping in their program. The common steps deal with classroom management, improving access to current technology, improving placement of program offerings in relation to other classes offered, plus dealing with the attitudes conveyed through family, school and community. This information has not been gathered in a measurable form during program years 1992 - 1994, however, but beginning in 1995 and 1996 at least one objective is required in relation to elimination of gender bias and stereotyping. This will allow for future tabulation of measurable gain in this area.

Gender equity workshops are conducted by the Gender Equity Specialist with the Office of the Commissioner of Higher Education. Project directors are encouraged to participate in one of these workshops, or any other workshop of similar content that is approved by the Gender Equity Specialist. Project directors must show their participation certificate (not more than two years old) and are awarded points on the evaluation of their project proposal. Potential project directors are made aware of the necessity of

participation in gender equity training to give themselves the greatest opportunity for success in their proposal evaluations.

4. The State shall use the funds for this program for projects, services, and activities---

- a. That improve, expand, and update Consumer and Homemaking Education Programs, especially those that specifically address needs described in paragraphs (b)(1), (2), and (3) of this section. [403.150(b)(4); 312(a)(4)]**
- b. That address priorities and emerging concerns at the local, State, and national levels. [403.150(b)(5)]**

One of the eligibility components for all Consumer and Homemaking Education grants is to address one of Montana's six state goals for improvement of vocational education. In addition, the Consumer and Homemaking Education proposals are required to address at least one of four purposes-- encouraging participation of the five special populations, conducting programs for the economically depressed, helping to eliminate gender bias and stereotyping and addressing specific priorities and emerging concerns of the home and family.

5. A State may use, in addition to funds reserved under Section 403.180(b)(4), no more than six percent of its allotment under this program for State administration of projects, services, and activities under this program. [403.151(c); 313(b)]

The full-time home economics specialist administers the Carl Perkins Title III, Part B funds, within the regulation and the law. In addition, this position is responsible for reviewing and evaluating secondary home economics programs that apply for state vocational funding, leading the Montana Association of Future Homemakers of America/Home Economics Related Occupations, cooperating with post-secondary education to assist in curriculum development and inservice education, providing technical assistance to teachers and administrators, participating in professional organizations that promote home economics (AVA/MAVHET, AHEA/MHEA, NASSVHE), together with the responsibilities of professionalism, promoting positive working relationships with co-workers, following office procedures, and communicating effectively, both orally and in writing. The Consumer and Homemaking Education funds (Title III, Part B) are a major resource for home economics programs in efficiently preparing students to do the work of the home and family.

The current home economics specialist's qualifications include a Bachelor of Science degree in Home Economics and a teaching certificate in home economics. In addition, the home economics specialist has taught home economics for eight years at the kindergarten through twelfth-grade levels.

IX. COMMUNITY-BASED ORGANIZATIONS

A. ASSURANCES

- a. The State board also may establish requirements relating to the contents of the [CBO] applications, except that each application must contain---

- (1) Assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages sixteen through twenty-one, inclusive.
[Section 403.141(b)(3)]
- (2) Assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought.
[Section 403.141(b)(4)]
- (3) Assurances that the projects conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State.
[Section 403.141(b)(7)]

B. DESCRIPTIONS

- a. The State board also may establish requirements relating to the contents of the [CBO] applications, except that each application must contain---

- (1) An agreement among the community-based organizations and the eligible recipients in the area to be served that includes the designation of one or more fiscal agents for the project.
[Section 403.141(b)(1)]
- (2) A description of how the funds will be used, together with evaluation criteria to be applied to the project. [Section 403.141(b)(2)]
- (3) A description of the efforts the community-based organization will make to collaborate with the eligible recipients participating in the joint project. [Section 403.141(b)(5)]

- (4) A description of the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs.
[403.141(b)(6)]

In Montana, uses for Title III, Part A funds may be used for:

- o Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training;
- o Transitional services such as attitudinal and motivational prevocational training programs;
- o Prevocational educational preparation and basic skills development conducted in cooperation with business concerns;
- o Special prevocational preparation programs targeted to inner-city youth, non-English-speaking youth, Appalachian youth [rural isolated youth], and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
- o Career intern programs;
- o Model programs for school dropouts;
- o Assessment of students' needs in relation to vocational education and jobs; and
- o Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

A copy of Montana's request for proposal for Title III, Part A funds is included in APPENDIX W. Each proposal for the use of these funds must include:

1. An agreement among the community-based organization(s) and the eligible recipient(s) in the area to be served that includes the designation of one or more fiscal agents for the project;
2. Assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages sixteen through twenty-one, inclusive;

3. A description of the efforts the community-based organization will make to collaborate with the eligible recipients participating in the joint project; and
4. Assurances that the project conducted will conform to Montana's core standards and measures.

The following community-based organizations have been funded with Title III, Part A funds during program years 1992 through 1994:

Program Year 1992	Career Development Program Opportunities Industries
Program Year 1993	Career Development Program Career Futures Young Families
Program Year 1994	Career Development Program WORD FUTURES, Inc.

The efforts made to address the needs of academically and economically disadvantaged youth in Title III, Part A programs funded by Montana have included a variety of activities. These activities include career development, goal setting, job search, career assessment, interest tests, developing an education/job placement plan, employment placement assistance, career workshops with nontraditional components, and guidance and counseling services.

The standards and measures used to evaluate the effectiveness of community-based programs funded by Montana are Montana's Initial Core Standards and Measures (APPENDIX E). All community-based programs are evaluated in terms of student progress and/or student outcome.

X. TECH-PREP EDUCATION

A. DESCRIPTIONS

a. The application must include a description of---

(1) The requirements for State board approval of funding of a local tech-prep education project, including---

(a) Whether the State board intends to make awards on a competitive basis or on the basis of a formula; and

The State board makes all awards for Tech-Prep funds on a competitive basis. All eligible recipients must submit a proposal in response to the state RFP (request for proposal). These proposals are rated objectively based on the published criteria.

(b) If a formula is to be used, a description of that formula;

No formula is used to award tech-prep funds.

(2) How the State board will perform the following:

(a) Approve applications based on their potential to create an effective tech-prep education program as described in Section 406.3(b).

As evident in the copy of Montana's Tech-Prep RFP (APPENDIX X), the state approves applications based on their potential to create an effective tech-prep education program as described in Section 406.3(b). Montana's tech-prep RFP specifically requires any tech-prep program to:

1. be carried out under an articulation agreement between the participants in the consortium;
2. consist of two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications and technologies designed to lead to an associate degree or a two-year certificate in a specific career field;
3. include the development of tech-prep education program curricula appropriate to the needs of the consortium participants;
4. include inservice training for teachers that:

- a. is designed to train teachers to effectively implement tech-prep education curricula;
 - b. provides for joint training for teachers from all participants in the consortium;
 - c. may provide such training in weekend, evening and summer sessions, institutes or workshops;
5. include training programs for counselors designed to enable them to more effectively:
 - a. recruit students for tech-prep education programs;
 - b. ensure that such students successfully complete such programs;
 - c. ensure that such students are placed in appropriate employment;
6. provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals; and
7. provide for preparatory services which assist all participants in such programs.

Each such program may (1) provide for the acquisition of tech-prep education program equipment; and (2) as part of the program's planning activities, acquire technical assistance from state or local entities that have successfully designed, established and operated tech-prep programs.

Montana gives special consideration to applicants that---

Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;

Are developed in consultation with business, industry, and labor unions; and

Address effectively the issues of dropout prevention and re-entry and the needs of minority youth of limited English proficiency, youth with handicaps, and disadvantaged youth.

The presence of the above factors in applications receive bonus points in the rating process.

Montana ensures an equitable distribution of assistance between urban and rural consortium participants through the RFP review process. Eighty-two percent of Montana's high schools have been classified as rural isolated by the U.S. Department of Education.

Therefore, the majority of districts joining tech-prep consortiums will be rural isolated.

- (3) How the State board will ensure that local recipients meet the requirements of this program; and**

The State board ensures that local recipients meet the requirements of the tech-prep program through a complete review of all applications, a review of all funded projects at the end of each program year, and the on-site monitoring of a number of programs.

- (4) How activities will be coordinated with other tech-prep education programs, services, and activities provided under the State plan. [Section 406.10]**

Montana does not fund any other tech-prep programs other than those granted under the Perkins Act. Montana's tech-prep programs started two and one-half years ago. There are four funded programs, which are all a combination of two years of secondary and two years of postsecondary vocational education. Once students have completed the postsecondary portion of the tech-prep program, they are assisted by the institutions' placement program.

Both the secondary and postsecondary vocational education programs have local advisory councils composed of business, industry and labor representatives.

Members of special populations are given equal access to all vocational programs including tech-prep programs.

OFFICE OF THE GOVERNOR

STATE OF MONTANA



MARC RACICOT
GOVERNOR

STATE CAPITOL
HELENA, MONTANA 59620-0801

June 8, 1993

Mr. Leon Panetta, Director
Office of Management and Budget
Executive Office of the President
Washington, D.C. 20503

Dear Mr. Panetta:

This letter is to notify you that effective June 30, 1993, Montana will no longer participate in the optional program of OMB Executive Order 12372, State Clearinghouse/State Single Point of Contact. Applicants who previously submitted grant applications to the State Clearinghouse will no longer be required to do so.

Executive Order 12372 gives states the opportunity to develop their own processes or refine existing processes for state and local officials to review projects. With this in mind, it is our goal to continue to have Montana involved in the review and coordination of proposed federal financial assistance and direct federal development projects. Despite the absence of a Single Point of Contact, state and local government entities in Montana wishing to receive information of proposed federal actions should be consulted. Specifically, Montana state government agencies should be consulted about proposed direct developmental actions and projects with environmental impacts.

Please notify the appropriate federal agencies of these changes in Montana's intergovernmental review procedures. To ensure a smooth transition, please do not hesitate to contact Mike Walsh, Montana's Single Point of Contact, at (406) 444-3616.

Sincerely,

A handwritten signature in cursive script that reads "Marc Racicot".

MARC RACICOT
Governor

OFFICE OF THE GOVERNOR
BUDGET AND PROGRAM PLANNING

STATE OF MONTANA



MARC RACICOT
GOVERNOR

PO BOX 200802
HELENA, MONTANA 59620-0802

June 9, 1993

MEMORANDUM

TO: Local Governments, State Agencies and Interested Parties

FROM: *Mike Walsh* Mike Walsh, Administrative Officer
Montana Intergovernmental Review Clearinghouse
Telephone: (406) 444-3616

RE: Termination of Clearinghouse Function

Effective June 30, 1993 Montana will no longer participate in the optional program of the Office of Management and Budget Executive Order 12372, State Clearinghouse/State Single Point of Contact. Applicants who previously submitted grant applications to the State Clearinghouse will no longer be required to do so.

As many of you are aware, funding for the Clearinghouse program was eliminated in the January 1992 Special Legislative Session. Since then the Clearinghouse has processed your grant applications to satisfy the apparent federal requirement for state review. After consulting with various other states, we have determined that Montana can unilaterally option out of the Executive Order 12373 process.

Enclosed please find the letter sent to Mr. Leon Panetta, Director of the Office of Management and Budget from Governor Marc Racicot. This letter should suffice in the transition period if your specific federal agency requires it.

If you have questions or require more information, please call me at the above phone number.

Date of Review: __/__/__
Reviewer: _____

**PERFORMANCE REVIEW OF ELIGIBLE RECIPIENT USE OF
SECTION 232 FUNDS**

Local Application Year Reviewed: __ 1992 __ 1995
 __ 1993 __ 1996
 __ 1994

Eligible Recipient _____

VERIFICATION OF ENROLLMENT DATA

Data base: Academic year __ 1989-1990 or __ 1993-1994:

(Compare Enrollment Table submitted with LA and enrollment records of eligible recipient. Enter either a checkmark for verification of numbers reported or the number that was verified if it does not tie to submitted enrollment data.)

-----Special Populations-----

Vocational Program	Handic	Disadv	LEP	Non-Trad	Incarc.
1.				M F	
2.				M F	
3.				M F	
4.				M F	
5.				M F	
6.				M F	
7.				M F	
8.				M F	

VERIFICATION OF REPORTED STUDENT OUTCOMES

Verify the student outcomes reported to assess the use of Perkins funds. this will involve one or more of the following outcomes: Access; Progress; or Success. Tie to measures of performance specified in LA. (If number served is 25 or fewer students, verify all records. Is more than 25 students were served, sample 25 students' records or the records of 25% of students served, whichever is greater.)

Access to Vocational Programs (Enrollment improvement):

Verify the data submitted in the Annual Evaluation Format. Enter either a checkmark for verification of the numbers reported or the number that was verified if it does not tie to submitted enrollment data. (Use additional pages if more than two programs were assisted in the reviewed year.)

Vocational Program Assisted: _____

<u>Special Population</u>	<u>Last Year's Enroll.</u>			<u>Reviewed Year</u>			<u>Percent Change</u>
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>	
Disadvantaged	—	—	—	—	—	—	—
LEP	—	—	—	—	—	—	—
Handicapped	—	—	—	—	—	—	—
Gender	—	—	—	—	—	—	—
Incarcerated	—	—	—	—	—	—	—

Comments:

Vocational Program Assisted: _____

<u>Special Population</u>	<u>Last Year's Enroll.</u>			<u>Reviewed Year</u>			<u>Percent Change</u>
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>	
Disadvantaged	—	—	—	—	—	—	—
LEP	—	—	—	—	—	—	—
Handicapped	—	—	—	—	—	—	—
Gender	—	—	—	—	—	—	—
Incarcerated	—	—	—	—	—	—	—

Comments:

Progress (Learning and Competency Gains)

Verify the data submitted in the Annual Evaluation Format. For each vocational program assisted, indicate the standards used to test whether learning gains were made or competency sublevels attained. Enter either a checkmark for verification of the numbers reported or the number that was verified if it does not tie to submitted progress data. (Use additional pages if more than two programs were assisted in the reviewed year.)

Vocational Program Assisted: _____

<u>Special Population</u>	<u>Last Yr's % Gains</u>			<u>Reviewed Yr. Gains</u>			<u>Percent Change</u>
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>	
Disadvantaged	—	—	—	—	—	—	—
LEP	—	—	—	—	—	—	—
Handicapped	—	—	—	—	—	—	—
Gender	—	—	—	—	—	—	—
Incarcerated	—	—	—	—	—	—	—

Comments:

Vocational Program Assisted: _____

<u>Special Population</u>	<u>Last Yr's % Gains</u>			<u>Reviewed Yr. Gains</u>			<u>Percent Change</u>
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>	
Disadvantaged	—	—	—	—	—	—	—
LEP	—	—	—	—	—	—	—
Handicapped	—	—	—	—	—	—	—
Gender	—	—	—	—	—	—	—
Incarcerated	—	—	—	—	—	—	—

Standards used comments:

Success (Competency Attainment, Retention and/or Placement)

Verify the data submitted in the Annual Evaluation Format. For each vocational program assisted, indicate the standards used to test whether competency was attained. Enter either a checkmark for verification of the numbers reported or the number that was verified if it does not tie to submitted success data. (Use additional pages if more than two programs were assisted in the reviewed year.)

Vocational Program Assisted: _____

Retention	Competency			Placement			Percent Change
	Last Yr's %			Reviewed Yr.			
Special Population	M	F	Total	M	F	Total	
Disadvantaged	—	—	—	—	—	—	—
LEP	—	—	—	—	—	—	—
Handicapped	—	—	—	—	—	—	—
Gender	—	—	—	—	—	—	—
Incarcerated	—	—	—	—	—	—	—

Standards used comments:

Vocational Program Assisted: _____

Retention	Competency			Placement			Percent Change
	Last Yr's %			Reviewed Yr.			
Special Population	M	F	Total	M	F	Total	
Disadvantaged	—	—	—	—	—	—	—
LEP	—	—	—	—	—	—	—
Handicapped	—	—	—	—	—	—	—
Gender	—	—	—	—	—	—	—
Incarcerated	—	—	—	—	—	—	—

Standards used comments:

VERIFICATION OF PROGRAM REVIEW

Verify that the eligible recipient conducted a formal program review of EACH of the vocational programs assisted with Perkins funds at the end of the program year. Indicate the adequacy of the documentation that is present to substantiate each of the following components of program review. (Use additional pages if more than two programs were assisted in the reviewed year.):

Vocational Program Assisted: _____

1. Members of the special populations present in the student body were directly and completely involved in the program review.
2. Programmatic access, progress and success summary data were used in the program evaluation AND the progress of individual students who are members of the special populations was evaluated, as well.
3. If the program assisted showed a decrease in the access, progress, or success rates of special populations over the program year, the program evaluation conducted by the eligible recipient includes identification of barriers to access, progress, or success and specific, proactive strategies to overcome those barriers.
4. The program evaluation conducted by the eligible recipient specifically assessed the progress of the program in providing vocational education students with strong experience in, and understanding of, ALL ASPECTS OF THE INDUSTRY the students are preparing to enter. Indicate the adequacy of the evaluation of EACH of the following components:
 - a. Planning
 - b. Management
 - c. Finances
 - d. Technical and production skills
 - e. Labor and community issues
 - f. Health, safety, and
 - g. Environmental issues.

Comments:

Vocational Program Assisted: _____

1. Members of the special populations present in the student body were directly and completely involved in the program review.
2. Programmatic access, progress and success summary data were used in the program evaluation AND the progress of individual students who are members of the special populations was evaluated, as well.
3. If the program assisted showed a decrease in the access, progress, or success rates of special populations over the program year, the program evaluation conducted by the eligible recipient includes identification of barriers to access, progress, or success and specific, proactive strategies to overcome those barriers.
4. The program evaluation conducted by the eligible recipient specifically assessed the progress of the program in providing vocational education students with strong experience in, and understanding of, ALL ASPECTS OF THE INDUSTRY the students are preparing to enter. Indicate the adequacy of the evaluation of EACH of the following components:
 - a. Planning
 - b. Management
 - c. Finances
 - d. Technical and production skills
 - e. Labor and community issues
 - f. Health, safety, and
 - g. Environmental issues.

Comments:

Levels of Achievement in Assisted Programs

If the eligible recipient has not made:

- "substantial progress" in achieving student outcomes during the first program year (achievement of at least the 80% standard of student competency gains in Perkins-assisted programs OR improvement over baseline in student outcomes for the majority of programs assisted);
 - "sufficient progress" in the second program year (improvement made in at least 50% of those programs for which the Local Improvement Plan was implemented);
- evaluate the specific action to be taken and documented by the eligible recipient. Indicate the adequacy of the eligible recipient's documentation.

Local Improvement Plan (LIP) requirements:

1. Teachers, parents and students concerned were consulted in the development of the LIP.
2. Description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the funded program.
3. If necessary, a description of strategies designed to improve supplementary services provided to individual who are members of special populations.
4. Local Application modification was filed to reflect changes in objectives, activities, expenditures by the LIP.

☐ YES ☐ NO

State and Local Joint Plan (SLJP) requirements:

1. Teachers, parents and students concerned were consulted in the development of the SLJP;
2. Description of the technical assistance and program activities state staff will provide to enhance the performance of the eligible recipient;
3. Reasonable timetable to improve eligible recipient performance under the SLJP;
4. Description of vocational education strategies designed to improve the performance of the program as measured by the evaluation;
5. If necessary, a description of strategies designed to improve supplementary services provided to individual who are members of special populations.
6. Local Application modification was filed to reflect changes in objectives, activities, expenditures by the SLJP.

☐ YES ☐ NO

SERVICES TO SPECIAL POPULATIONS

1. Review the documentation of assessments of interests, abilities, and special needs of each of the five special populations with respect to successfully completing the vocational education program AND the provision of supplementary services to meet those needs:
 - a. Disadvantaged
 - b. Handicapped (supplementary services may include curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices)
 - c. LEP
 - d. Gender non-traditional
 - e. Incarcerated
2. Verify the provision of supportive services (such as counseling, English language instruction, child care, and special aids) to a sample of the vocational students who are members of the following three of the five special population groups. List the student's name and the service documented.

Students Sampled/Targeted Group
Economically disadvantaged:

Supportive services Provided

Students Sampled/Targeted Group
LEP

Supportive services Provided

Handicapped:

3. Review documentation of outreach and recruitment activities to provide access to vocational programs of good quality for:
 - a. Economically disadvantaged;
 - b. Students with handicaps;
 - c. LEP students:
4. Review documentation of monitoring of the provision of vocational education to all five special populations.
 - a. Handicapped (including section 504 standards):
 - b. Disadvantaged (review integration of educational setting):
 - c. LEP (review integration of educational setting):
 - d. Gender non-traditional students:
 - e. Incarcerated:
5. Compare statements of planned coordination with State's gender equity program contained in the LA and documentation of activities coordinated during the program year.
6. Review documentation of provision of information to each individual who requests information concerning, or seeks admission to, vocational education programs offered by the eligible recipient, and any assistance given to prepare an admissions application. Such information must include:
 - a. the opportunities available in vocational education;
 - b. the requirements for eligibility for enrollment in such programs;
 - c. specific courses that are available;
 - d. employment opportunities; and
 - e. placement.
7. Review documentation of guidance, counseling and career development activities provided to students by professionally trained counselors to:
 - a. encourage them to pursue a vocational program that includes a coherent sequence of courses that integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational disciplines so that students participating in the

program are able to achieve both academic and occupational competence leading to a job skill;

- b. facilitate the transition from school to post-school employment and career opportunities.

BUDGET AND FISCAL RECORDS

Compare final fiscal report with latest approved budget (to take into account any approved budget amendments during the program year). Review accounting records for Perkins expenditures, other funds supporting Perkins activities AND aggregate guidance and counseling expenditures from all sources.

1. Accounting records clearly identify expenditures. ☐ Yes ☐ No
If not, list deficiencies.

2. Source documents are available for all accounting trans- ☐ Yes ☐ No
actions. If not, list deficiencies.

3. Payroll reflects cost allocation plan. ☐ Yes ☐ No
If not, list deficiencies.

4. Equipment purchased with grant funds is properly listed in inventory records.
If not, list deficiencies. ☐ Yes ☐ No

5. Physical examination of equipment indicates equipment is appropriately identified
and securely located. ☐ Yes ☐ No
If not, list deficiencies.

APPENDIX C

FUNDING DISTRIBUTION TABLE

Program Year 1995

<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$

Total allocation			

Additional Allowable Uses/Site or Program(s):

If additional allocation			

Program Year 1996

<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$

Total allocation			

Additional Uses/Site or Program(s):

If additional allocation			

DIRECTIONS FOR COMPLETING THE LOCAL APPLICATION

1. Include signed assurances pages for each eligible recipient agency involved -- either the sole applicant or all participants in a consortium.
2. Include signed waiver certification IF you are an LEA, your annual allocation is less than \$15,000, AND you wish to waive the consortium requirement because your agency is in a rural, sparsely populated area, and a viable consortium cannot be formed for the purposes of providing vocational education services under P.L. 101-392. The criterion Montana will use for what constitutes a school in a "rural, sparsely populated area" is the following:

Those schools designated as "RURAL" by the U.S. Department of Education (NCES, CCD data) based on U.S. Census classifications.

3. Include completed enrollment data tables for EACH vocational education or vocational-technical education program in EACH participating agency, using either copies of the form on page three or format duplicates on your own word processing system. IF other state forms in use provide all the information required in this local application format, you may attach those completed forms instead. Use the federal definitions of the special populations listed on the back of page three.
4. Provide complete information requested for EVERY section in the Local Application Format.
5. Attach a quality assessment of every secondary vocational education or postsecondary vocational-technical education program of your agency. If a consortium is submitting the application, all such programs must be assessed for quality in each agency of the consortium. Use the self-assessment instrument included in this Local Application Format packet so that all quality-assessment indices required by P.L. 101-392 will be addressed. These quality assessments will form the basis for identifying those programs most in need of program improvement within the LEA or agency.
6. Complete the Funding Distribution Table shown on page six that identifies how you plan to use Perkins and other resources to achieve program improvement in those programs identified by the self-assessment as needing improvement AND that serve the highest concentrations of the five special populations. Priority must be given to those programs. Only when the identified needs of those special populations and program improvement are addressed; can allocated Perkins funds be used for general vocational students in program improvement efforts.
7. Submit a detailed two-year budget for EACH planned use of funds. If the planned use will not extend throughout the full two-year period of your application, complete the sections of the budget form for the appropriate year(s) in which the planned use will be funded. Use either copies of the budget form provided on page seven, or form duplicates generated on your own word processing system.

8. The federal government will require states to annually report the funds expended on vocational guidance and counseling activities. For this reason, you will have to fill out one additional two-year budget form that will show the AGGREGATE EXPENDITURES across ALL planned uses of Perkins funds, and other funds, to provide such services in the eligible recipient agency. If there is a consortium, one such two-year budget form must be filled out by each agency participating in the consortium.
9. For EACH planned use of funds at EACH site or for EACH program, submit a complete set of objectives, planned activities, and evaluation criteria in the format shown on page nine. Evaluation criteria and procedures must relate specifically to the initial statewide standards of performance for measuring project effectiveness.

CRITERIA FOR APPROVAL OF
LOCAL APPLICATIONS FOR TITLE II, PART C ALLOCATIONS

1. The original and one (1) copy of the complete application (including signed assessments of program quality of all vocational programs offered by the applicant agency or the consortium agencies) must be received at the Office of Public Instruction (secondary applications) or at the Office of the Commissioner of Higher Education (postsecondary applications) by no later than 5:00 p.m. on Tuesday, March 1, 1994.
2. The applicant must be an eligible recipient.
3. All required assurances and waiver requests must be signed.
4. The application must contain substantive responses to ALL information requested.
5. The targeted populations have been identified and the needs of those students are being addressed in a meaningful way. This will be assessed by the state staff charged with the responsibility for administering Chapter 1, LEP, handicapped services, and the P.L. 101-392 gender equity program.
6. The planned use of funds corresponds to the targeted and allowable uses of funds.
7. The plan is considered realistic to achieve the objectives of the application.

LOCAL APPLICATION FORMAT
for Allocation of Title II Funds from the
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

Program Years 92-94 ____ OR Program Years 95-96 ____

Eligible Recipient Agency _____
or Lead Agency of Consortium _____

Address: _____ (Zip) _____

Telephone: _____

If Consortium, list member eligible recipients included and include signed assurances from each consortium member agency:

I. ASSURANCES

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide vocational education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds.

Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

This eligible recipient will provide a vocational education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school; and (d) seeks to cooperate with the gender equity program carried out by the Gender Equity Coordinator of the sole state agency for the use of Perkins funds.

(Assurances concluded on next page)

I. ASSURANCES (concluded):

Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the sole state agency for the use of Perkins funds in Montana.

Authorized Representative: _____

Typed Name and Title

Date

Signature

Board Chairperson: _____

Typed Name

Date

Signature

II. WAIVER OF CONSORTIUM REQUIREMENT

(Applies only to Secondary School Applicants)

The annual allocation of Title II, Part C funds for this agency is \$_____. The minimum grant allocation amount set by section 231((b)(1) is \$15,000. A local education agency may enter into a consortium with other LEA's in order to attain the minimum grant requirement.

This local education agency requests waiver of that consortium requirement. This LEA is located in a rural, sparsely populated area as defined by the Montana State Plan for program years 1992 through 1994. For the purposes of providing vocational education services under P.L. 101-392, this eligible recipient is unable to enter into a consortium for the reasons given in attached documentation.

Authorized Representative: _____

Typed Name and Title

Date

Signature

Board Chairperson: _____

Typed Name

Date

Signature

III. SPECIAL POPULATIONS

A. Enrollment Data

Reported Year 199_

Special Population Category:	Disadvantaged		LEP		Handicapped		Gender Equity		Corrections	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
VOCATIONAL EDUCATION PROGRAMS										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

Complete Section II(A) for each eligible recipient, including each involved in a consortium. Attach additional pages if necessary to report data on ALL vocational education programs offered by the eligible recipient or consortium.

Report only on those programs that meet the following definition of vocational education program in section 521(41) of P.L. 101-392:

The term "vocational education" means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree, such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education.

DEFINITIONS
Applicable to P.L. 101-392

(In order of reporting on page three)

"Disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such terms include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are identified as dropouts, or potential dropouts from, secondary school.

"Limited English proficiency" describes those individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; OR who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency AND who have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the primary language of instruction is English, or to participate fully in our society.

"Handicapped" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons who because of sufficient learning disabilities require special education and related services and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

"Gender Equity" refers to the numerical balance of enrollments by gender. List the total number of males and females enrolled in the vocational program. Enrollments of 75.1 to 100% of one gender are considered to show gender inequity.

"Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. List such offenders served in your program -- either in your school or through arrangements with a correctional facility.

III. SPECIAL POPULATIONS(continued)

B. Assessment of Needs of Special Populations

Describe how the needs of EACH of the five special populations included in Section A. will be assessed AND describe the planned use of funds to meet such needs, including how students who are economically disadvantaged, students of limited English proficiency, and students with handicaps will be assisted to succeed through supportive services such as counseling, English-language instruction, child care, and special aids.

C. Access, Outreach, Recruitment

Describe how access to programs of good quality will be provided to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency through affirmative outreach and recruitment efforts.

D. Monitoring

Describe how this eligible recipient will monitor the provision of vocational education to individuals who are members of special populations, including consistency with IEP's of handicapped students.

E. Cooperation with Gender Equity Program

Describe the **ACTIVE** cooperation with the State's gender equity program within the eligible recipient.

IV. PLANNED USES OF PERKINS FUNDS

Perkins funds will be used to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or for a limited number of program areas. **PRIORITY FOR ASSISTANCE WILL BE GIVEN TO SITES OR PROGRAMS THAT SERVE THE HIGHEST CONCENTRATIONS OF INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS.** (Planned use of funds must coincide with the uses listed on page ten of this application.)

A. Areas of Weakness

The attached Self-Assessments of program quality reveal the following areas of weakness in the quality of vocational programs and/or in serving special populations in the applicant agency OR in all agencies involved in the consortium: (list all weaknesses)

IV. PLANNED USES OF FUNDS (continued)

B. Plans to Improve Vocational Programs

This eligible recipient plans to use the Perkins allocation to improve the vocational education programs listed below. **FUNDING PRIORITY MUST BE GIVEN TO THOSE PROGRAMS NEEDING IMPROVEMENT THAT SERVE THE HIGHEST CONCENTRATIONS OF INDIVIDUALS WHO ARE MEMBERS OF THE SPECIAL POPULATIONS.** For each assisted program, describe its size, scope and quality; how it integrates academic and vocational education in a coherent sequence of courses so that students achieve both academic and occupational competencies; how it provides equitable participation for the special populations consistent with the assurances stated in this application; and how the demonstrated occupational needs of the area have been considered when selecting programs to be assisted.

C. Planned Funding Distribution

The planned funding distribution of the allocation is reflected in the table on page six of this format. Perkins funds will be used to improve each targeted site/program through the approved uses of funds for the listed amounts that total annually to the formula-allocated amount of this eligible recipient. Any additional allocations would be spent as indicated under "Additional Allocation".

D. Detailed Budgets

A detailed budget is submitted for EACH planned use of the allocated funds according to the format shown on page seven. Although no matching funds are required, listing of other funds that will be used to provide the planned services must be listed to meet federal reporting requirements.

An aggregate budget across all planned uses of funds for the two-year application is submitted that shows planned expenditures of Perkins and/or other funds for vocational guidance and counseling services.

FUNDING DISTRIBUTION TABLE

Program Year 1995

<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$

Total allocation			

Additional Allowable Uses/Site or Program(s):

If additional allocation			

Program Year 1996

<u>Allowable Funds Use/Site or Program(s)</u>	<u>Perkins</u>	<u>Other</u>	<u>Total</u>
	\$	\$	\$

Total allocation			

Additional Uses/Site or Program(s):

If additional allocation			

FEDERAL VOCATIONAL FUNDS DETAILED BUDGET

Eligible Subrecipient

Project Number

	First Year Budget		Second Year Budget	
	Federal Funds	Other Funds	Federal Funds	Other Funds
PERSONAL SERVICES				
Salaries				
Hourly Wages				
FICA				
State Unemployment				
Teachers' Retirement				
Retirement - Other				
Insurance (specify)				
Total Personal Services				
OPERATING EXPENSES				
Contracted Services				
Honoraria				
Printing				
Supplies & Materials*				
Postage & Mailing				
Telephone				
Travel				
Rent				
Utilities				
Repair & Maintenance				
Other Expenses				
Total Operating Expenses				
INDIRECT COSTS				
INSTRUCTIONAL EQUIPMENT**				
TOTAL BUDGET				
Date				
State Approval Signature				

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

V. EVIDENCE OF COORDINATION AND CONSULTATION

- A. Describe methods used to coordinate vocational education services with relevant programs conducted under the Job Training Partnership Act (JTPA), including cooperative agreements established with private industry councils (PIC's) established under section 102(a) of the JTPA, in order to avoid duplication and to expand the range of and accessibility to vocational education services. Attach documentation of coordination, including, but not limited to, evidence that the local application was shared prior to its submission by the March 1st deadline.
- B. Describe methods used to coordinate with community-based organizations within the eligible recipient's service area. Attach documentation of coordination.
- C. Describe the methods used to develop vocational education programs in consultation with parents and students of each of the five special populations. Attach documentation of coordination.
- D. Describe the methods used to coordinate vocational education planning for individuals with handicaps among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies. Attach documentation of coordination.
- E. Describe the provisions for ensuring participation in vocational education programs by members of each of the five special populations who are enrolled in private secondary schools within the boundaries of the eligible recipient.
- F. Describe the methods used to ensure participation and active involvement in the development of this local application by: teachers of vocational education and related academic subjects (including prevocational teachers); counselors; adult vocational educators (including apprenticeship instructors/coordinators); advisory committees; student vocational organizations; and concerned area residents. Attach documentation of participation.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

ALLOWABLE USES OF P.L. 101-392 FUNDS (Sections 235 and 516)

GENERAL AUTHORITY – Each eligible recipient that receives a basic grant allocation shall use such grant funds to IMPROVE vocational education programs, with the FULL PARTICIPATION of individuals who are members of SPECIAL POPULATIONS, at a LIMITED NUMBER OF SITES or with respect to a LIMITED NUMBER OF PROGRAM AREAS.

PRIORITY – Each eligible recipient that receives a basic grant allocation shall give priority for assistance with grant funds to sites or programs that serve the HIGHEST CONCENTRATIONS of individuals who are members of SPECIAL POPULATIONS.

REQUIREMENTS FOR USES OF FUNDS – Funds shall be used to provide vocational education in programs that (a) are of such size, scope, and quality as to be effective; (b) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and (c) provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118.

ALLOWABLE USES OF FUNDS

- o Upgrading of curriculum
- o Purchase of equipment, including instructional aids
- o Inservice training of both vocational and academic instructors working with vocational students for integrating academic and vocational education
- o Guidance and counseling
- o Remedial courses
- o Adaptation of equipment
- o Tech-Prep education programs
- o Supplementary services designed to meet the needs of special populations
- o The cost of a special populations coordinator paid in whole or in part from Perkins funds who must be a qualified counselor or teacher to ensure that individuals who are member of special populations are receiving adequate services and job skill training
- o Apprenticeship programs
- o Programs that are strongly tied to economic development efforts in Montana
- o Programs which train adults and students for all aspects of the occupation in which job openings are projected or available
- o Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business or industry who are interested in becoming classroom instructors and to meet the needs of vocational educators who wish to upgrade their teaching competencies
- o Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions
- o Paying for the costs of vocational education services required in an individualized education plan (IEP) developed in accordance with sections 612(4) and 614(a)(5) of the Education of the Handicapped Act, in a manner consistent with section 614(a)(1) of that Act, and services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational education
- o Work site programs such as cooperative vocational education, programs with community-based organizations, work-study, and apprenticeship programs
- o Placement services for students who have successfully completed vocational education programs
- o Programs which involve students in addressing the needs of the community in the production of goods or services which contribute to the community's welfare or which involve the students with other community development planning, institutions, and enterprises.

SECONDARY APPLICANTS ONLY

State of Montana Office of Public Instruction Nancy Keenan, Superintendent Helena, Montana 59620	SELF-ASSESSMENT FOR VOCATIONAL EDUCATION	
School	County	City Zip Code

I. TYPE OF PROGRAM (check appropriate item)

<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	Business and Office
<input type="checkbox"/>	Consumer and Homemaking
<input type="checkbox"/>	Cooperative
<input type="checkbox"/>	Allied Health Occupations

<input type="checkbox"/>	Wage Earning Home Economics
<input type="checkbox"/>	Industrial Arts/Technology Education
<input type="checkbox"/>	Marketing Education
<input type="checkbox"/>	Trade and Industrial

II. LEVEL OF PROGRAM:

☐ Secondary

☐ Adult

III. This data collection is required in accordance with the Administrative Rules of Montana and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 P.L. 101-392.

IV. DIRECTIONS:

1. The self-assessment should be completed by the instructor(s) for each approved vocational program in the school district.
2. Advisory committee members should assist the instructor(s) in the self-assessment.
3. Written comments following each item are encouraged.
4. Check the yes or no column. If yes, a rating of five (5) on an item indicates excellence and a one (1) indicates poor quality. Circle the rating that best describes your program.
5. The original of each program evaluation should be submitted to the State Director, K-12 Vocational Education, Office of Public Instruction, Helena, MT 59620. The carbon copies should be kept in your files.

	Yes	No	Assessment (Circle One)	Comments
1. The program advisory committee has				
a. written duties and responsibilities.			5 4 3 2 1	
b. minutes on file.			5 4 3 2 1	
c. assisted with program development and evaluation.			5 4 3 2 1	
d. male, female, and minority representation.			5 4 3 2 1	
e. a representation of business, industry and labor.			5 4 3 2 1	
2. Efforts are made to encourage males, females, handicapped and economically disadvantaged students to participate in the program.			5 4 3 2 1	
3. Sex bias/stereotyping has been eliminated from instructional and curricular material.			5 4 3 2 1	
4. Community resource persons who work in nontraditional occupations are utilized in class presentations.			5 4 3 2 1	
5. The instructor				
a. is certified.			5 4 3 2 1	
b. is an active member of a vocational education related professional organization.			5 4 3 2 1	
c. keeps updated by attending workshops and seminars.			5 4 3 2 1	
d. is vocationally endorsed.			5 4 3 2 1	
e. has sufficient work experience.			5 4 3 2 1	
6. Curriculum is organized based on knowledge and skills for the occupation (task analysis) including academic skills.			5 4 3 2 1	
7. The program offers sequential courses leading to both academic and occupational competency.			5 4 3 2 1	
8. Written measurable objectives are on file in the department.			5 4 3 2 1	
9. Program objectives are realistic based on student needs and employment opportunities.			5 4 3 2 1	

School: _____

Check one: ☐ Ag ☐ B & O ☐ Co-op ☐ Health ☐ Con. Hmkg. ☐ WE Hmkg. ☐ IATE ☐ Mktg ☐ T & I

	Yes	No	Assessment (Circle One)	Comments
10. Field trips and community resources are used to enrich the instruction.			5 4 3 2 1	
11. There is an established linkage between the program and a postsecondary institution.			5 4 3 2 1	
12. The school assists with job placement of students irrespective of sex, race or handicap.			5 4 3 2 1	
13. Adequate funds are budgeted for supplies, equipment and travel.			5 4 3 2 1	
14. Facilities are adequate and accommodate both sexes.			5 4 3 2 1	
a. handicapped and other special needs students.			5 4 3 2 1	
15. Students are given instruction and experience in all aspects of the industry.			5 4 3 2 1	
16. Equipment is adequate and up-to-date.			5 4 3 2 1	
17. A vocational student organization is an integral part of the instructional program.			5 4 3 2 1	
18. Students with special needs are identified and provided for adequately.			5 4 3 2 1	
19. Program evaluation is consistent with the school-established vocational education philosophy and goals and job placement demands of the workforce.			5 4 3 2 1	
20. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area for which there is a current or future labor market need.			5 4 3 2 1	
21. Students are evaluated based on workplace competencies.			5 4 3 2 1	
22. There is a planned follow-up system of students completing the program, including employer satisfaction.			5 4 3 2 1	
23. The results of evaluation and follow-up are used as a basis to revise and improve the program.			5 4 3 2 1	
24. The results of current needs assessment are used to update the				
a. curriculum.			5 4 3 2 1	
b. equipment.			5 4 3 2 1	
c. facility.			5 4 3 2 1	
25. Vocational guidance services are provided for the students.			5 4 3 2 1	
26. NOICC, SOICC, and other occupational information are provided to students as part of their vocational guidance services.			5 4 3 2 1	
27. Special needs students are provided vocational guidance services.			5 4 3 2 1	
28. Special needs students are provided vocational instruction in the least restrictive environment.			5 4 3 2 1	
29. Equipment, facilities and supplies used for program serving only special needs students are comparable to those used to serve regular Vo-Ed students.			5 4 3 2 1	
30. All handicapped students have an IEP and the Vocational instructor is a member of the Child Study Team.			5 4 3 2 1	
31. The courses include basic and higher order current and future workplace competencies that reflect the hiring needs of employers as evidenced by industry-validated curricula.			5 4 3 2 1	
32. Pre- and post-testing is used to measure student work skill attainment.			5 4 3 2 1	

Signed: _____
Program Instructor Who Has Completed This Form Date

Signed: _____
Advisory Committee

Signed: _____
School Administrator Date

POSTSECONDARY APPLICANTS
SELF-ASSESSMENT OF
QUALITY OF VOCATIONAL-TECHNICAL PROGRAMS

Agency: _____ Date: _____

Name and Title of Assessor: _____

Signature of Assessor: _____

Instructional Program Assessed: _____

ASSESSMENT FACTORS	<u>YES</u>	<u>NO</u>
---------------------------	------------	-----------

1. Integrates academic and vocational-technical education. a) Accreditation standards of Northwest Association of Schools and Colleges have been achieved. Date of accreditation: _____	_____	_____
--	-------	-------

b) Other: Specify additional evidence _____ _____ _____		
--	--	--

2. Sequential courses of study leading to both academic and occupational competencies are in place for all offerings. a) Accreditation standards of Northwest Association of Schools and Colleges have been achieved. Date of accreditation _____	_____	_____
---	-------	-------

b) Sequence is accurately reflected in current agency catalog. Date of last catalog update _____	_____	_____
--	-------	-------

c) Other: Specify additional evidence _____ _____ _____		
--	--	--

3. Work skill attainment and job placement data reflect increases in student work skill attainment and job acquisition. a) Agency determines entry level academic/scholastic skills of entering students. Assessment(s) used: _____ _____	_____	_____
---	-------	-------

b) Successful progression through the program of study is measured according to attainment of specific bench- mark skills, knowledge, attitudes and work behaviors relevant to the occupational competency. Skill attainment assessed by: _____ _____ _____	_____	_____
---	-------	-------

ASSESSMENT FACTORS**YES****NO**

- c) Job placement data are collected annually and reflect job attainment by program completers of 80% or better across all program areas.

Agency aggregate placement rate is: _____\

4. Increase of linkages between secondary and postsecondary educational institutions is demonstrated.

Evidence of specific articulation agreements:

5. Instruction and experience in courses include, to the extent practicable, all aspects of the industry the students are preparing to enter as evidenced by advisory committee evaluation and use of relevant industry-validated competencies.

Evidence: _____

6. Agency has the ability to meet the vocational-technical education needs of special populations as evidenced by specific recruitment, retention, accessibility, basic skills enhancement, and other (specify) strategies.

- a. Disadvantaged
b. Handicapped
c. Limited English proficient
d. Gender equity program participants
e. Individuals in correctional institutions

Evidence: _____

7. Programs are relevant to the workplace and to the occupations for which students are being trained and realistically reflect assessment of current and future labor market needs, including areas of emerging technologies as evidenced by:

- a) Consistency with current NOICC/SOICC data
b) Compliance with Board of Regent policy on new programs
c) Advisory committee validation of curricula
d) Employee and employer followup

ASSESSMENT FACTORS

YES **NO**

8. Vocational-technical curricula, equipment and instructional materials meet the demands of the workforce as evidenced by

- | | | |
|---|-------|-------|
| a) Periodic updating of laboratories | _____ | _____ |
| b) Professional development of faculty | _____ | _____ |
| c) Direct work experience of faculty in subject area | _____ | _____ |
| d) Institution/Industry partnerships to provide experience with state-of-the-art technology | _____ | _____ |
| e) Continual acquisition of current instructional materials and learning resources | _____ | _____ |
| f) Periodic assessment and revision of curricula | _____ | _____ |

9. Courses include basic and higher order current and future workplace competencies that reflect hiring needs of employers as evidenced by

- | | | |
|---|-------|-------|
| a) Industry-validated curricula that include critical thinking skills, workplace competencies and behaviors | _____ | _____ |
| b) Employer followup | _____ | _____ |
| c) Former student followup | _____ | _____ |
| d) Other: (specify) _____ | | |

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
<p>Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))</p>	<p>• 80% of students show a competency gain over a locally established baseline.</p>	<p>Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.</p>
<p>Measures of performance (115(b)(2)) OUTCOMES</p>	<p>Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.</p>	<p>Examine baseline and annual retention rate by funded program(s).</p>
<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>	<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Examine baseline and annual competency attainment data for funded program(s).</p>
<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Examine baseline and annual placement rates by funded program(s).</p>

• Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
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Incentives to encourage services to targeted groups or special populations (115(b)(3))

Most-Improved Programs:

Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.

Report numbers of special population members by group and show increases over baseline number served by group.

* Monetary Incentives:

In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.

- Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

Report on Program Year	1995	_____
	1996	_____

<u>Objectives</u>	<u>Measure(s) of Performance</u>

For EACH objective that was NOT reached during the program year, provide the following information using the following format:

Objective not achieved: _____

<u>Reason Objective not Achieved</u>	<u>Strategies to Achieve Objective</u>
_____	_____
_____	_____
_____	_____

Program Review:

For EACH vocational education program assisted with Perkins funds during the program year, provide ALL the student progress and outcome information in the following "Access, Progress and Success" Format. Then, with the full and informed participation of representatives of individuals who are members of EACH special population enrolled in your agency, conduct a program review of EACH assisted program to:

1. identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of the Perkins special populations; AND
2. evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds; AND
3. evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

Provide a written summary of each of the three aspects of program review described above for EACH vocational program assisted with Perkins funds during the program year.

Provide documentation of the full and informed program review participation of representatives of EACH of the five Perkins special populations enrolled in your agency. (If any of the five special populations is not represented in your agency, please make that statement.) This documentation may be in the form of minutes of program review meeting(s) with rosters of signatures of attendees OR signatures on a statement page that documents that the process took place and that the representatives were fully informed and participated in the program reviews.

If your agency has not made "substantial progress" in meeting the Montana standards and measures of performance in program year 1995 as defined in the Montana State Plan for Vocational Education in Accordance with P.L. 101-392, your agency must file a "Local Program Improvement Plan" in accordance with section 117(b) of the Act. Substantial progress is defined in the Montana State Plan as:

achievement of at least the 80% standard of student competency gains in Perkins-assisted programs OR improvement over baseline in student outcomes for the majority of programs assisted.

In this definition, "majority" means more than 50%. Therefore, if only one or two programs are assisted, progress must be made in the sole, or in both, programs assisted. If substantial progress has not been made, the recipient agency must develop a plan, in consultation with teachers, parents and students concerned, for program improvement for the next school year, i.e., program year 1993.

Local Program Improvement Plan - Program Year 1995

The plan must describe how the recipient agency will identify and modify programs funded with Perkins funds including:

- 1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the funded program; AND
- 2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If this local plan requires a change in the objectives, activities and/or initially planned and approved expenditures of Perkins funds, the eligible recipient agency must file a Local Application Modification along with the Annual Evaluation and Final Fiscal Report. LEA's modifications must be submitted to the Office of Public Instruction and the higher education local application modifications to the Office of the Commissioner of Higher Education by August 31, 1995. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets will be issued by September 30, 1995.

State and Local Joint Plan - Program Year 1996

The Annual Evaluation is conducted by the recipient agency at the end of program year 1995. If the Local Program Improvement Plan implemented in program year 1995 does not result in sufficient progress in meeting the requirements of Montana's core standards and measures of performance in that year, state staff will work jointly with the recipient agency, teachers, parents, and students concerned to develop a joint plan for program improvement. The term "sufficient progress" is defined as

improvement made in at least 50% of those programs for which the Local Program Improvement Plan was implemented.

The Joint Plan must contain:

- 1) a description of the technical assistance and program activities the state staff will provide to enhance the performance of the recipient agency;

- 2) a reasonable timetable to improve the recipient agency performance under the joint plan;
- 3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; AND
- 4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If the Joint Plan requires a change in the objectives, activities and/or initially planned and approved expenditures for program year 1996, the eligible recipient agency must file a Local Application Modification along with the Annual Evaluation and Final Fiscal Year Report by August 31, 1995. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets issued by September 30, 1995.

ANNUAL EVALUATION FORMAT - "ACCESS, PROGRESS AND SUCCESS" FORMAT

EXAMPLE

EXAMPLE

Program Year 1995 ____ 1996 ____

I. RATE OF ACCESS (Enrollment):

Vocational Program Assisted EXAMPLE Program	Special Population	Last Year's Program Enrollment		% of Grand Total		Just Completed Year's Program Enrollment		% of Grand Total		RATE OF ACCESS Percent Change
		Male	Female	Male	Female	Male	Female	Male	Female	
Disadvantaged		15	5	20		12	7	19		+2%
LEP		1	0	1		1	0	1		no change
Handicapped		1	2	3		0	1	1		-8%
Gender		17	8	25	M=68%*	16	7	23	M=70%	Gender Equitable
Correctional		0	0	0	0%	0	0	0	0%	no change
Total		17	8	25	100%	16	8	24	100%	n/a

* Derive percent of participation by gender by using larger enrollment. As long as one gender representation in a program does not exceed 75%, federal standards establish that the program enrollment is equitable.

Analysis of EXAMPLE: Rate of Access calculation, at first examination, shows decrease in access for the Handicapped population in this program.

However, if the total number of handicapped students in the school also decreased by two students, this may be an artifact of total enrollment decline. Before this interpretation of the decrease in rate of access can be made, however, the agency must be able to substantiate that there are no handicapped students in the school who could be appropriately enrolled (based on LEP at the secondary level, and interest at the post-secondary level) in the program. (This statistic could reflect recruitment deficiencies that may exist in a post-secondary education institution.) If there are handicapped students who could be served and are not, the agency must identify and adopt strategies to overcome enrollment barriers in the program.

II. PROGRESS (Learning and competency gains):

Vocational Program Assisted EXAMPLE Program	Special Population	Last Yr's % Learning and Competency Gains*		Just Completed Yr's Learning/Competency		PROGRESS RATE, % Change	Analysis: Handicapped progress was below state standard of 80% last year, but improved above the state standard in the program year. No change in LEP is acceptable be- cause at 100% competency gain. Overall, satisfactory progress in EXAMPLE program.
		Male	Female	Male	Female		
Disadvantaged		87%	80%	85%	86%	89%	+4%
LEP		100%	n/a	100%	n/a	100%	no change
Handicapped		100%	50%	67%	100%	100%	+33%
Gender		88%	75%	84%	86%	91%	+7%
Correctional		n/a	n/a	n/a	n/a	n/a	n/a

* Number of students demonstrating tested learning and competency gains DIVIDED BY the total number of male, female, or total special population enrollment in the program.

III. SUCCESS (Competency Attainment, Retention, and/or Placement):

EXAMPLE PROGRAM	Special Population	Last Yr's % Competency										COMPE - TENCY RATE, Percent Change										Last Yr's Retention Rate**										Just Completed Yr's Retention Rate										RETENTION RATE, Percent Change																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
		Attainment*					Yr's % Competency					Just Completed Yr's % Competency					TENCY RATE, Percent Change					Retention Rate**					Just Completed Yr's Retention Rate					RETENTION RATE, Percent Change																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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* Based on the number of students achieving TESTED competency in the terminal skills in the program to total enrollments.

** Based on the number of students who complete the program to initial enrollment in the program.

Vocational Program Assisted EXAMPLE Program	Special Population	Last Year's Placement Rate***				Just Completed Yr's Placement Rate				PLACEMENT RATE, Percent Change			
		Rate***		Total		Rate		Total		Rate		Change	
		M	F	M	F	M	F	M	F	M	F	M	F
	Disadvantaged	87%	80%	85%	92%	86%	89%					+4%	
	LEP	100%	n/a	100%	100%	n/a	100%					no change	
	Handicapped	100%	50%	67%	n/a	100%	100%					+33%	
	Gender	88%	75%	84%	94%	86%	91%					+7%	
	Correctional	n/a	n/a	n/a	n/a	n/a	n/a					n/a	

*** Based on the number of students completing the program who continue training or education, become employed or enter military service to total enrollment.

Analysis of Success data:

If success data were included in your local application, you will be assessing the effectiveness of your program improvement objectives based on one or more of these success criteria. If your student outcome data reflect either a decrease in competency, retention, or placement rates, you must identify and adopt strategies to overcome any barriers that are causing such problems. If there are no changes in success rates in the special populations, you must explain why. If, as in the case of the example for competency rate calculations, there is "no change" because competency attainment is already 100%, there is no problem. However, if none of the handicapped students is achieving competency in the terminal skills of the program, this fact would have to be explained and strategies adopted if necessary.

APPENDIX G

This form is to be completed by the project director within 60 days after the project ending date of June 30th.

Project Director: _____
Project Number: _____
Project Title: _____

	<u>Grades 9-12</u>		<u>Postsecondary/Adult</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	
. SP/DH/SPW					
# Econ. Disadv.					
. Gender Equity					
. Consumer Homemaking					
. State Leadership					
. CBO					
. Tech-Prep					
UNDUPLICATED TOTAL					

Measures of Accomplishment

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Accomplishment of Objectives: (continued)

<u>Objectives</u>	<u>Measures of Accomplishment</u>

Quote and/or paraphrase any comments by participant(s) that indicate the success of the project. _____

If a publication and/or report was made, how did you let others know about your findings and/or success? _____

How did you coordinate your project activities with: Private Industry Councils, Adult Education Programs, Chapter 1 teachers, special education teachers, Social and Rehabilitation (SRS) representatives, vo-tech centers or other relevant entities? _____

What guidance, counseling programs and career development activities were provided to participants? _____

Equipment Inventory

Description/Name and Serial #	Date Acq. Mo/Da/Yr	Cost of Equip.	\$ of Cost from Fed.	Location of Equip.	Cond. of Equip.*	Note on Transfer Replace or Dispose. of Equip.

* G = Good
F = Fair
P = Poor

- Expenditures for all tangible property other than equipment as defined below.
- Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit
Postsecondary subrecipients = \$300 per unit

Signed by:

Authorized Signature

Date:

ON-SITE PERFORMANCE REVIEW FORM

**Carl D. Perkins Vocational and Applied Technology Education Act
Post-secondary Projects**

Sections 201, 221, 222, 225, Title IIIA and Title IIIE

Project Number: _____ **Recipient Agency:** _____

Project Title: _____

Project Director: _____

Date of On-site Review: ____/____/____ **Reviewer:** _____

Project Participants Documentation

Files for all participants reported served with project funds are available, complete and clearly document the program year funded. YES ____ NO ____
If not, enumerate deficiencies.

Complete attached "Participant File Checklist" to sample at least 20% of the program participants reported for: (1) eligibility to receive services, (2) complete and DATED documentation of services provided; and outcomes.

Attainment of Objectives

NOTE: ALL OBJECTIVES MUST TIE TO MONTANA'S CORE STANDARDS AND MEASURES OF PERFORMANCE AND BE EVALUATED IN TERMS OF STUDENT: PROGRESS; SKILL ACQUISITION; AND/OR OUTCOMES.

Objective 1: _____

Make an assessment of achievement of the objective based on improvement of student skills over baseline measurement; attainment of competency-based assessment of target skill(s); or placement record(s). (Circle measurement used)

Objective achieved ____, exceeded ____, or not achieved ____. If not achieved, why?

Objective 2: _____

Make an assessment of achievement of the objective based on improvement of student skills over baseline measurement; attainment of competency-based assessment of target skill(s); or placement record(s). (Circle measurement used)

Objective achieved ____, exceeded ____, or not achieved ____. If not achieved, why?

Attainment of Objectives (concluded):

Objective 3: _____

Make an assessment of achievement of the objective based on improvement of student skills over baseline measurement; attainment of competency-based assessment of target skill(s); or placement record(s). (Circle measurement used)

Objective achieved _____, exceeded _____, or not achieved _____. If not achieved, why?

Objective 4: _____

Make an assessment of achievement of the objective based on improvement of student skills over baseline measurement; attainment of competency-based assessment of target skill(s); or placement record(s). (Circle measurement used)

Objective achieved _____, exceeded _____, or not achieved _____. If not achieved, why?

(If more than four objectives, continue on separate sheet.)

Evidence of Gender Bias/Stereotyping Interventions

Statistics on enrollment in the grant program reflect equity. YES _____ NO _____
If not, why not? What DOCUMENTED efforts are being taken to correct?

Project Coordination Documentation

Evidence (minutes, attendance rosters with agenda) of community, other education and business coordination is on file. (JTPA, PIC Council, CBO(s), eligible recipient(s), peer and advisory groups) YES _____ NO _____
If not, why not?

Project Dissemination

Publications and marketing materials as stated in the funded grant proposal are available and distribution records are present. YES _____ NO _____
If not, why not?

Date of On-site Review: ____/____/____ Reviewer: _____

Fiscal Documentation

Accounting records clearly identify expenditures. YES ____ NO ____
If not, list deficiencies.

Source documents are available for all accounting. YES ____ NO ____
If not, list deficiencies.

Payroll charges reflect reasonable cost allocation plan based on actual time reporting or on acceptable samples of work weeks. YES ____ NO ____
If not, list deficiencies.

Fiscal documentation ties to Final Fiscal Report. YES ____ NO ____
If not, list deficiencies.

Equipment purchased with grant funds is properly listed as federal property in inventory records. YES ____ NO ____
If not, list deficiencies.

Physical examination of equipment indicates equipment is appropriately identified and securely located. YES ____ NO ____
If not, list deficiencies.

REQUEST FOR PROPOSALS

Program Year 1995

Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women

Carl D. Perkins Vocational and Applied Technology Education Act
Title IIB, Section 221

Introduction

The Gender Equity Coordinator of the Office of the Commissioner of Higher Education is responsible for the administration and distribution of funds in this Title II, Part B category. All inquiries about funding and requirements in this category at both the secondary and postsecondary levels should be directed to The Gender Equity Coordinator at 2500 Broadway, Helena, MT 59620-3101, or telephone (406)444-6570.

A. Purpose and Federal Requirements

The purpose of this category of funding is to provide the targeted population with MARKETABLE SKILLS. Funds in this category may ONLY be used to:

1. Provide, subsidize, reimburse, or pay for preparatory* services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish the targeted group with marketable skills;
2. Make grants to eligible recipients for expanding preparatory services and vocational education services when the expansion directly increases the eligible recipient's capacity for providing the targeted group with marketable skills;
3. Make grants to community-based organizations of demonstrated effectiveness for the provision of preparatory and vocational education services to the targeted group;
4. Make preparatory services and vocational education and training more accessible to the targeted group by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling programs so that they are more accessible; or
5. Provide information about vocational education programs, related support services and career counseling to the targeted group.

* The term "preparatory services" means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to or recruitment of potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs, or activities.

Montana is required by section 113(b)(11) to ensure that, in the use of funds under section 221, the State will emphasize assisting individuals with the greatest financial need, and that the State will give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

Non-federal matching funds are required only for half of any grant administrative costs charged to federal funds.

Perkins funds can supplement, but not supplant, other funding sources.

B. Why Equity Training in Montana?

"By this time we can all cite the discrimination and the prejudices... But if we are to go beyond this awakening, we must realize that past discrimination has left us without any structures, traditions, or guidelines to support us in the search for freedom...."
Sherry Sonnett Trumbo, "A Women's Place is in the Oven"

Through training we can create and reinforce the structures and traditions that support gender equity in education, so that future generations contribute to the larger society according to their skills and abilities without the artificial restrictions discrimination imposes.

Requirement

Project directors of proposals to use Section 221 funds are expected to have at least eight contact hours of gender equity training each year. All gender equity training must be documented with the Gender Equity Coordinator (GEC) of the Office of the Commissioner of Higher Education at the time of the training or as soon after completion as possible, but in all cases sufficiently in advance of the proposal submission deadline to allow the GEC to respond to the documentation in writing so the approval may be submitted with the proposal. Credit for Gender Equity training can not be given for training received prior to February 1, 1993.

Need

"It is the purpose of (the Perkins) Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." (Section 2, P.L. 101-392) The emphasis on gender equity is evident throughout the Act. Non-traditional enrollments represent one of the five special populations to be addressed by applicant agencies when using Perkins funds. All local applications must be reviewed by the GEC. The GEC must develop an annual plan for the use of section 221 funds and is responsible for the administration of those funds in the state. Those agencies using Consumer and Homemaking Education funds must describe their efforts to work cooperatively with the GEC to eliminate gender stereotyping and bias in the provision of their services. It is difficult to imagine a stronger Congressional commitment to gender equity in vocational education.

The Final Report (July 1989) on Implementation of the Perkins Act by the National Assessment of Vocational Education for the U.S. Department of Education found that "over the past two decades, sex segregation in vocational enrollments has hardly changed." (page 140)

We have moved from an emphasis in the 1960's on equal opportunity to a realization in the 1990's that we must ensure equal outcomes for students if our national economy is to be competitive in the world of today and the future. The courts are increasing our understanding of the ramifications for education through new case law almost daily.

The purpose of equity training of personnel of schools and community-based organizations is to increase the number of students who enroll in vocational education courses that are nontraditional for their gender. There is a wide range of understanding about equity issues among vocational teachers. At a round table discussion in a technical assistance meeting in Montana last year, one vocational teacher said he didn't have "an equity problem" because he didn't have any girls enrolled in his classes. Another vocational teacher in the same discussion said that he figured his own classes could only maintain acceptable enrollment levels if he actively recruited and kept girls in his classes. One teacher did not know how "equity" applied to his work as a teacher and the other understood its direct relationship to one measure of "success" in his job.

Growth in understanding equity issues takes place over a lifetime. Practices which support educational equity evolve through application and study and must be used consistently if students are to benefit. Equity is not a subject one can learn in one day, in one class, or for all time.

Training Options

Training which meets the requirement for eight hours of equity training annually may be obtained from a variety of sources. This listing is meant to suggest this variety -- no preference for one type of training is implied by its place on the list. Training opportunities are:

- o Gender/Ethnic Expectations-Student Achievement (GESA) training
- o GESA facilitator training
- o Attendance of GESA-trained personnel at annual GESA up-dates sponsored by the Office of Public Instruction
- o Participation in GESA for Parents as a trainer, parent, or school-home coordinator
- o Title IX/EEO Coordinator training offered by the Gender Equity Specialist of the Office of Public Instruction
- o Participation in Regional Equity Network activities such as the annual "Think Purple Week" and Montana Equity Awards process
- o Active membership on the State Equity Advisory Council
- o Professional workshops on equity at teacher training days and conferences such as the Montana Vocational Association, Montana Indian Education Forum, Montana Federation of Teachers, Education East, etc.
- o Both the Gender Equity Coordinator and the Gender Equity Specialist are available to present workshops on specific gender equity topics and may be called upon to arrange training.

- o Workshops by other qualified state or professional management consultants, such as the Montana Department of Administration's annual EEO conference.
- o Continuing education courses taken for certification renewal which have gender equity as a predominant concern, if documented with the Gender Equity Coordinator.
- o Serving as the gender-equity-in-education chairperson of a professional organization with a commitment to gender equity, such as the national Home Economics Teachers Organization, or other similar professional organization participation, if documented with the Gender Equity Coordinator.
- o Participation in the National SEED (Seeking Educational Equity and Diversity) Project for Secondary School Teachers sponsored annually by Wellsley College, Center for Research on Women, or similar projects.
- o In-service training in gender equity by someone with training and background in gender equity, if approved and documented with either the Gender Equity Coordinator or the Gender Equity Specialist of the Office of Public Instruction at the time of the in-service.
- o Other activities promoting gender equity in education may be suggested to the Gender Equity Coordinator for approval.

Gender equity training credit for personal reading is not an option, because change in a group setting must involve most of the personnel of the school or organization. **Optional Gender Equity training must be approved by the Gender Equity Coordinator prior to the training.** A plan of implementation, based on the training recieved is required for all those seeking credit, and must be submitted to the Gender Equity Coordinator for approval before credit will be given. If you have questions, or would like further information about gender equity training sessions already scheduled or about the Regional Equity Networks in Montana, contact the Gender Equity Coordinator.

C. Funds and Funding Distribution

It is anticipated that there will be \$333,190 available in program year 1994 in this category.

Available funds will be distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services. All qualified proposals will be read and rated by at least five readers from a lay panel. The Gender Equity Coordinator will use the rank order of proposals when determining the funding distribution in accordance with the State Plan. In order to achieve geographic distribution of funds, priority will be given to high-ranking proposals from eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services to displaced homemakers in rural sections of their surrounding service areas.

Budget negotiations will be conducted by the Gender Equity Coordinator with agencies of the highest ranked proposals for the purpose of funding as many of the eligible proposals as possible. **Amounts of grants will not exceed \$35,000 per proposal.** It should be clearly understood that the proposals selected will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

D. Qualified Proposals

Qualified proposals must meet the following criteria:

- o Be submitted by an eligible recipient or community-based organization of demonstrated effectiveness in serving the targeted group
- o Meet the requirements for the use of funds in section 221
- o Address each of the requirements in the RFP
- o Provide assurances and implementation procedures to ensure that individuals with the greatest financial need will be primary recipients of services
- o **The original and one copy must be received no later than 5:00 p.m. on March 1, 1994, at the Office of the Commissioner of Higher Education at 2500 Broadway, Helena, MT 59620-3101**

E. Funded Projects

Agencies receiving funding must submit four quarterly fiscal and enrollment reports and comprehensive final fiscal and narrative reports to the Gender Equity Coordinator. Copies of all publicity for a funded project must be forwarded to the Gender Equity Coordinator when published or aired. Accomplishments of the project must be documented.

F. Critical Dates

March 1, 1994	DEADLINE for receipt of proposals at OCHE
April 1, 1994	Funding notification to applicants
June 15, 1994	Approved budget issued by Gender Equity Coordinator
July 1, 1994	Funding of projects begins
October 30, 1994	First Progress Report due
January 30, 1995	Second Progress Report due
April 30, 1995	Third Progress Report due
July 30, 1995	Final Report due (August 15, 1994, is the final deadline for the summary fiscal report and for the narrative report for projects with activities funded through June 30, 1994)

REQUIREMENTS OF RFP

A complete proposal will contain:

1. A needs assessment or proposal in response to Gender Equity Coordinator's priorities
2. A written proposal, with signed assurances and evidence of coordination, in the format required

A. Needs Assessment

A needs assessment must be conducted before the proposal is written. The cost of the needs assessment is not reimbursable. The assessment should include both qualitative and quantitative data to establish the reason for your agency's proposal. Five common methods of assessment are described in the attached Supplement to this RFP. Any method of needs assessment may be used; your method and its results must be described in your proposal.

The Gender Equity Coordinator is required to develop an annual plan for the use of all funds available for this purpose. Projects which have been identified in this plan do not require the agency to perform an independent needs assessment; instead, insert a statement that your proposal is made in response to the annual plan of the Gender Equity Coordinator, and local data must be provided to support the relevance of that priority to local needs.

NOTE: A Comprehensive Needs Assessment conducted for PY94 may be used for PY95 proposals as long as it is updated with current local assessments.

B. Annual Plan Projects

Proposals are specifically solicited for the following identified projects:

- o Prevocational Training, Assessment, Career Counseling and Apprenticeship Programs in Preparation for Vocational Education and/or Training for Marketable Skills in Nontraditional Occupations.
- o Computer Literacy and Office Skills Programs in Preparation for Immediate Employment and/or Continued Education or Training
- o Outreach and Distance Vocational and Non Traditional Education Programs Providing Service to Rural Populations and Geographically Isolated Individuals Within the Agency's Jurisdiction
- o Eliminating Math Anxiety and Negative Attitudes about Science

C. Proposal Format (see attached RFP form)

D. Proposal Rating Form (see attached Rating form)

attachments (3)

SUPPLEMENT TO RFP's FOR SECTIONS 221 AND 222 FUNDS

Five Methods of Assessing Needs

1. Community Forums

The community forum is a meeting or a series of meetings of citizens to assess needs. The meetings should be advertised widely and held in a neutral place at a convenient time to encourage participation of a wide range of citizens. It is important to ensure that all in attendance have the opportunity to express their opinions. A good technique for encouraging input is to have the participants break into small discussion groups for part of the meeting.

Advantages of the community forum:

- o Serves as a low-cost method for providing public input into the planning process
- o Usually enables citizens to feel a high level of involvement and satisfaction with the experience if it is conducted so as to assure that all participants have an opportunity to express their views
- o Can be a vehicle for identifying leaders who are willing to assist with future programs

Disadvantages of the community forum:

- o May not be attended by an unbiased cross-section of the community
- o May be monopolized by a vocal minority or turn into gripe sessions if not organized and facilitated properly
- o May raise citizens' expectations that your organization will meet needs that are beyond the scope of your resources or capabilities
- o May yield data that are impressionistic and should be cross-validated by another technique

2. Focused Group Discussions

This approach involves gathering small groups of not more than 12 persons to identify needs. An effort should be made to ensure that the participants represent their population category. It is also important to ensure that equal participation through a technique such as the nominal group technique described below.

The conditions for a nominal group are simulated by having members first write their ideas of existing needs on a slip of paper without discussing these ideas. A period of from 5 to 15 minutes is usually required to write ideas, and the leader ensures there is no talking during this time. The next step is for each member, in turn, to voice an idea. As a need is suggested, it is written by the leader on a blackboard or flipchart. No evaluation of needs or discussion of them happens at this time. Needs are solicited until no more ideas differing from those already posted are suggested. A person may suggest needs not originally considered, and members are encouraged to build on each other's ideas. After all the needs are posted, the leader goes down the list of needs and asks if there are any questions, statement of clarification, or statements of agreement or disagreement regarding the relevance of the needs identified. There may also be a discussion of ways others in the community currently meet this need or have in the past.

Advantages of focused group discussions:

- o Cost effective means of gaining public input
- o Allows for the easy assembly of groups through existing organizations, although some biases may exist

Disadvantages of focuses group discussions:

- o May yield data that are impressionistic and should be cross-validated by other techniques

3. Key Informant

This is a method designed to elicit needs information from influential community members, such as public officials, industry representatives, or agency directors. Either personal interviews may be conducted or questionnaires mailed with telephone follow up.

Advantages of key informant method:

- o Is quick, relatively uncomplicated, and inexpensive, especially when mailed questionnaires with telephone follow up is used.
- o Provides public relations benefits:
 - can improve communication between those concerned with needs and key persons in the community
 - can develop support for addressing needs
 - can increase understanding of needs issues if some time is taken to provide interviewees with information

Disadvantages of key informant method:

- o May result in biased data if key informants represent special interests or do not know other segments of the community fully
- o May lead to biases if those who are most concerned with needs are selected for interview or are the ones most likely to respond
- o May yield results that are impressionistic and should be cross-validated by other techniques

4. Survey Research

To ensure methodological "purity," this method involves administering questionnaires through the newspaper, mail, phone, or personal interviews to obtain information on citizen perception of needs.

Advantages of survey research:

- o Most scientifically valid methods of obtaining information if the instrument is well-designed, pre-tested, and administered to a random sample; and if the response rate is high.

Disadvantages of survey research:

- o May be the most expensive method of needs assessment
- o Requires advanced research skills to design and analyze the survey instrument and to select the sample
- o Necessitates interviewer hiring and training
- o Requires that quality control be maintained throughout the data collection process
- o May require that data be analyzed by computer
- o May yield low response rates, particularly with mail surveys

5. Social Indicators

This approach involves the use of public records and reports, such as census data, vital statistics, economic indicators, and employment reports. These data are examined for incidences of social problems and their related characteristics. It is best to have data in a time series so trends can be identified. These trends may indicate areas for prevention and/or new programs.

Advantages of social indicators:

- o Uses data that have already been collected
- o Is helpful in substantiating other more impressionistic methods of needs assessment with "facts" or numbers

Disadvantages of social indicators:

- o May not reflect accurate picture, as individuals in need of services may not be seeking them (e.g., "discouraged" workers who no longer seek jobs and so are not reflected in unemployment figures)
- o Is not likely to identify new or emerging problems
- o May necessitate the use of records that are of questionable accuracy and/or not comparable across data collecting agencies
- o May involve the additional issues of confidentiality of client records

Conclusion

The use of at least two needs assessment methods that include both qualitative and quantitative data is recommended. Choice of methods will depend on resources available for needs assessment. The methods vary considerably with respect to the investment of time, money, and personnel required. The cost of the methods used should reflect the utility of the information obtained.

Your own client and project records, or the deliberate design of project record keeping in this and subsequent years, may make needs assessment requirements easier to meet.

FORMAT FOR PROPOSALS
SUBMITTED IN RESPONSE TO
REQUEST FOR PROPOSALS FOR FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

____ SECTION 221 OR ____ SECTION 222

Applicant Agency: _____

Project Director: _____

Address: _____

Telephone No.: _____

Title of Proposed Project (14 words or less only):

UNDUPLICATED Number to be Served:

Section 221:	<u>Female</u>	<u>Male</u>	<u>Total</u>
Single Parents	_____	_____	_____
Displaced Homemakers	_____	_____	_____
Single Pregnant Women	_____	_____	_____
Total Economically Disadvantaged	_____	_____	_____
Section 222:	<u>Female</u>	<u>Male</u>	<u>Total</u>
Gender equity participants	_____	_____	_____

Complete Application includes:

_____ Complete RFP response according to approved format

_____ Signed assurances

_____ Documentation of interagency coordination

_____ Documentation of equity training

15 points

Summary of Project Director's Qualifications, Agency's Ability to Support Project

Describe the project director's qualifications for directing the activities of the proposed project. Do not describe the qualifications of a project administrator, if any, if not the same person as the project director. Include academic and work experience. If guidance or counseling activities are involved, the project director or another staff member directly involved with the project must either be certified as a school counselor (secondary level proposals) or have a master's degree in a relevant field (postsecondary level proposals).

Describe the ability of the applicant agency to support the project if it were funded, including its fiscal stewardship of federal funds. Describe the effectiveness of a community-based organization applicant agency to serve the targeted population.

20 points

Statement of Problem or Need

A needs assessment must be included -- either performed locally or substantiated by statistics from relevant publications or documents that substantiate the need for the proposed project. If the proposal specifically implements one of the Gender Equity Coordinator's project priorities, that statement must be made and local data provided to support the relevance of that priority to local needs.

The methods used and results of any local needs assessment must be thoroughly documented in the proposal application. (Refer to RFP Supplement on Methods of Assessment for technical assistance.)

10 points

Evidence of Interagency Coordination

Describe specific communication and coordination with other relevant service agencies taken prior to proposal submission that document awareness of the objectives of the proposal, the targeted population to be served, and prevention of unnecessary duplication of services. Attach specific letters of support and nonduplication OR signatures, titles and dates of review on a document specifically stating nonduplication and listing project objectives and population to be served.

If no other relevant service agencies exist in the applicant's service area, this must be stated as a substitute for evidence of coordination.

15 points

Objectives

Using the format shown on page 4 of this form, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and address the Montana's Core Standards and Measures.

10 points **Activities to Achieve Objectives**

Using the format shown on page 4 of this form, list the activities that will be carried out to accomplish EACH objective listed. State what will be done, by whom, and within what time frame.

15 points **Evaluation**

Using the format shown on page 4 of this application packet, and "Montana's Initial Core Standards for Measures of Performance and Program Effectiveness" on page 7 of this form, specify the criteria which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period, who will collect the data, and how it will be collected.

10 points **Results, Products and Dissemination**

Indicate what products will result from project activities and how project results will be ACTIVELY shared with other vocational educators and interested persons.

15 points **Gender Equity**

Describe the ways in which your objectives, activities, and evaluation components address steps taken within the scope of the proposed project to achieve gender equitable enrollment in project services or gender neutral products resulting from project activities. Address nontraditional recruitment or project focus if involved in proposal.

Provide a copy of the agency's policy on nondiscrimination and the name of the Title IX coordinator.

Provide the project director's documentation of at least 8 hours of approved equity training within the last 12 months. Points not given for credit received prior to February 1, 1993. (No credit can be given without documentation from the GEC in OCHE).

10 points **Budget Narrative and Budget Form**

Describe how the federal funds requested and other funds will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating Expenses and Instructional Equipment budget categories. Include the source of match for any local administrative costs. Specific statement must be made on non-supplanting of local or state funds.

Complete the budget form on page 5 of this form.

120 points **TOTAL MAXIMUM POINTS** (Proposals that do not achieve at least 60 points between two readers will be disqualified.)

NOTE: A proposal will not be considered qualified to be sent to the readers if it is received after the submission deadline, does not include signed assurances, evidence of interagency coordination or equity training certification.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient

Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specialty)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

The applicant will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicant assures the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Line 1:	_____	_____
	Chair, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	_____	_____
	President or Agency Director	Date
Line 3:	_____	_____
	Dean/Department Head/Administrator	Date
Line 4:	_____	_____
	Project Director	

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:		CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
<p>Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))</p>		<p>* 80% of students show a competency gain over a locally established baseline.</p>	<p>Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.</p>
	<p>Measures of performance (115(b)(2))</p> <p>OUTCOMES</p>	<p>Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.</p>	<p>Examine baseline and annual retention rate by funded program(s).</p>
		<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>	<p>Examine baseline and annual competency attainment data for funded program(s).</p>
		<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Examine baseline and annual placement rates by funded program(s).</p>

* Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
Incentives to encourage services to targeted groups or special populations (115(b)(3))	<p data-bbox="333 1244 357 1518"><u>Most-Improved Programs:</u></p> <p data-bbox="363 1130 520 1518">Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.</p> <p data-bbox="595 1281 618 1541">* <u>Monetary Incentives:</u></p> <p data-bbox="624 1093 782 1518">In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.</p>	Report numbers of special population members by group and show increases over baseline number served by group.

- * Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

PROPOSAL REVIEW FORM
FOR SECTION 221 AND 222 FUNDS

Reader Number _____
Track no. of proposal _____

Total Points Earned _____
(Maximum = 120 points)

Applicant Agency: _____

Proposal Title: _____

Category: _____ 221 (SP/DH/SPW) _____ 222 (Gender Equity)

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by five readers.

RATING COMPONENTS

Summary of Project Director's Qualifications, Agency's Ability to Support Project - (15 points possible) Project director is the person directly supervising (not just administering) or performing the work of the proposal. Agency must have capability to provide services and appropriate stewardship of funds and must have demonstrated effectiveness in serving targeted population.

_____ Academic and work experience are adequate for conducting/supervising the work of the proposed project. (10 points) (If guidance or counseling services are included in the proposal, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required of the project director or other staff member directly involved in the project.)

_____ Agency has demonstrated ability to support project and effectiveness in serving targeted population. (5 points)

Comments:

Statement of Problem or Need - (20 points possible)

- _____ Either a local needs assessment was performed and thoroughly reported (including method and results) **OR** one of the priorities for proposals identified by the Gender Equity Coordinator is the stated focus of the proposal, **AND** local data is provided to support the relevance of that priority to local needs. (10 points)
- _____ The problem or need statement presents a clear, concise justification for the objectives of the proposal and includes relevant agency statistics or information from relevant documents and publications that support the results of the agency's needs assessment or the Equity Coordinator's priority. (10 points)

Comments:

Evidence of Interagency Coordination - (10 points possible)

- _____ Thorough contact is documented, either in the form of letter(s) of support for the specific objectives and targeted population to be served and a statement of non-duplication of services from each relevant service provider in the applicant's service area or as a listing of objectives and population to be served with titles, signatures and dates of signature of relevant community service providers indicating awareness of project intentions and certification of non-duplication of services. Full points may also be awarded if substantiation is provided that no other local services exist in the applicant's service area. (10 points)

Comments:

Objectives - (15 points possible)

- _____ Objectives are measurable and clearly state outcomes to be sought from project activities, and include student outcome assessments. (10 points)
- _____ Objectives appear attainable within one program year. (5 points)

Comments:

Activities to Achieve Objectives - (10 points possible) The activities must tie directly to the objectives of the proposal and must be likely to be effective in fulfilling the objectives.

- _____ The activities spell out WHAT will be done. (4 points)
- _____ The persons WHO will perform the activities are specified. (3 points)
- _____ Time frames are specified as to WHEN the activities will be performed. (3 points)

Comments:

Evaluation - (15 points possible) There must be a clear plan to evaluate whether or not the objectives are achieved.

- _____ Approved evaluation criteria are stated for EACH objective and meet Montana's Core Standards and Measures. (5 points)
- _____ The evaluation criteria are quantifiable. (5 points)
- _____ The mechanics of data collection are clearly stated for EACH objective. (who, how, etc.) (5 points)

Comments:

Results, Products, and Dissemination - (10 points possible)

- _____ Project objectives, activities and results will be publicized through reports and/or materials. (4 points)
- _____ Project activities include ACTIVE distribution of project results and products to other vocational educators and relevant service providers. (6 points)

Comments:

Gender Equity - (15 points possible)

- _____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equitable enrollment in project services or gender neutral products resulting from project activities. Full points may be given if the proposal specifically addresses recruiting and/or serving nontraditional enrollments in vocational education to correct gender enrollment imbalance. (5 points)
- _____ A statement of the local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (2 points)
- _____ Documentation is included that at least 8 hours of approved equity training was received by the project director during the past year. (8 points) No points will be awarded for equity training received prior to February 1, 1993. (No credit can be given without documentation from the GEC at OCHE).

Comments:

Budget Narrative and Budget Form - (10 points possible)

- _____ The budget narrative and completed budget form clearly tie planned expenditures to project objectives and activities. (7 points)
- _____ Specific statement is made on non-supplanting of local or state funds. (3 points)

Comments:

REQUEST FOR PROPOSALS

Program Year 1995

Gender Equity Programs

Carl D. Perkins Vocational and Applied Technology Education Act
Title IIB, Section 222

Introduction

The Gender Equity Coordinator of the Office of the Commissioner of Higher Education is responsible for the administration and distribution of funds in this Title II, Part B category. All inquiries about funding and requirements in this category at both the secondary and postsecondary levels should be directed to The Gender Equity Coordinator at 2500 Broadway, Helena, MT 59620-3101, or telephone (406)444-6570.

A. Purpose and Federal Requirements

Funds in this category can be used ONLY for:

1. Programs, services, comprehensive career guidance and counseling, and activities to eliminate gender bias and stereotyping in secondary and postsecondary vocational education;
2. Preparatory* services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and;
3. Support services for individuals participating in vocational education programs, services, and activities described above, including dependent-care services and transportation.

* The term "preparatory services" means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to or recruitment of potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs, or activities.

The Gender Equity Coordinator may waive the age limit included in the second allowable use whenever she determines that the waiver is essential to meet the objectives of funds use.

Montana is required by section 113(b)(12) to ensure that, in the use of funds under section 222, the State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their gender.

Non-federal matching funds are required only for half of any grant administrative costs charged to federal funds.

Perkins funds can supplement, but not supplant, other funding sources.

B. Why Equity Training in Montana?

"By this time we can all cite the discrimination and the prejudices... But if we are to go beyond this awakening, we must realize that past discrimination has left us without any structures, traditions, or guidelines to support us in the search for freedom...."

Sherry Sonnett Trumbo, "A Women's Place is in the Oven"

Through training we can create and reinforce the structures and traditions that support gender equity in education, so that future generations contribute to the larger society according to their skills and abilities without the artificial restrictions gender discrimination imposes.

Requirement

Project directors of proposals to use Section 222 funds are expected to have at least eight contact hours of gender equity training each year. All gender equity training must be documented with the Gender Equity Coordinator (GEC) of the Office of the Commissioner of Higher Education at the time of the training or as soon after completion as possible, but in all cases sufficiently in advance of the proposal submission deadline to allow the GEC to respond to the documentation in writing so the approval may be submitted with the proposal. Credit for Gender Equity training cannot be given for equity training received prior to February 1, 1993.

Need

"It is the purpose of (the Perkins) Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." (Section 2, P.L. 101-392) The emphasis on gender equity is evident throughout the Act. Non-traditional enrollments represent one of the five special populations to be addressed by applicant agencies when using Perkins funds. All local applications must be reviewed by the GEC. The GEC must develop an annual plan for the use of section 222 funds and is responsible for the administration of those funds in the state. Those agencies using Consumer and Homemaking Education funds must describe their efforts to work cooperatively with the GEC to eliminate gender stereotyping and bias in the provision of their services. It is difficult to imagine a stronger Congressional commitment to gender equity in vocational education.

The Final Report (July 1989) on Implementation of the Perkins Act by the National Assessment of Vocational Education for the U.S. Department of Education found that "over the past two decades, sex segregation in vocational enrollments has hardly changed." (page 140)

We have moved from an emphasis in the 1960's on equal opportunity to a realization in the 1990's that we must ensure equal outcomes for all students if our national economy is to be competitive in the world of today and the future. The courts are increasing our understanding of the ramifications for education through new case law almost daily.

The purpose of equity training of personnel of schools and community-based organizations is to increase the number of students who enroll in vocational education courses that are nontraditional for their gender. There is a wide range of understanding about equity issues among vocational teachers. At a round table discussion in a technical assistance meeting in Montana one vocational teacher said he didn't have "an equity problem" because he didn't have any girls enrolled in his classes. Another vocational teacher in the same discussion said that he figured his own classes could only maintain acceptable enrollment levels if he actively recruited and kept girls in his classes. One teacher did not know how "equity" applied to his work as a teacher and the other understood its direct relationship to one measure of "success" in his job.

Growth in understanding equity issues takes place over a lifetime. Practices which support educational equity evolve through application and study and must be used consistently if students are to benefit. Equity is not a subject one can learn in one day, in one class, or for all time.

Training Options

Training which meets the requirement for eight hours of equity training annually may be obtained from a variety of sources. This listing is meant to suggest this variety -- no preference for one type of training is implied by its place on the list. Training opportunities are:

- o Gender/Ethnic Expectations-Student Achievement (GESA) training
- o GESA facilitator training
- o Attendance of GESA-trained personnel at annual GESA up-dates sponsored by the Office of Public Instruction
- o Participation in GESA for Parents as a trainer, parent, or school-home coordinator
- o Title IX/EEO Coordinator training offered by the Gender Equity Specialist of the Office of Public Instruction
- o Participation in Regional Equity Network activities such as the annual "Think Purple Week" and Montana Equity Awards process
- o Active membership on the State Equity Advisory Council
- o Professional workshops on equity at teacher training days and conferences such as the Montana Vocational Association, Montana Indian Education Forum, Montana Federation of Teachers, Education East, etc.
- o Both the Gender Equity Coordinator and the Gender Equity Specialist are available to present workshops on specific gender equity topics and may be called upon to arrange training.
- o Workshops by other qualified state or professional management consultants, such as the Montana Department of Administration's annual EEO conference.

- o Continuing education courses taken for certification renewal which have gender equity as a predominant concern, if documented with the Gender Equity Coordinator.
- o Serving as the gender-equity-in-education chairperson of a professional organization with a commitment to gender equity, such as the national Home Economics Teachers Organization, or other similar professional organization participation, if documented with the Gender Equity Coordinator.
- o Participation in the National SEED (Seeking Educational Equity and Diversity) Project for Secondary School Teachers sponsored annually by Wellsley College, Center for Research on Women, or similar projects.
- o In-service training in gender equity by someone with training and background in gender equity, if approved and documented with either the Gender Equity Coordinator or the Gender Equity Specialist of the Office of Public Instruction at the time of the in-service.
- o Other activities promoting gender equity in education may be suggested to the Gender Equity Coordinator for approval.

Gender equity training credit for personal reading is not an option, because change in a group setting must involve most of the personnel of the school or organization. **Alternative Gender Equity training must be approved by the GEC prior to the training.** A Plan of Implementation, based on the training received must be submitted to the GEC before credit can be given. If you have questions, or would like further information about gender equity training sessions already scheduled or about the Regional Equity Networks in Montana, contact the Gender Equity Coordinator.

C. Funds and Funding Distribution

It is anticipated that there will be \$137,196 available in program year 1995 in this category.

Available funds will be distributed on a competitive basis with preference given to highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities. All qualified proposals will be read and rated by five readers from a lay panel. The Gender Equity Coordinator will use the rank order of proposals when determining the funding distribution in accordance with the State Plan. In order to achieve geographic distribution of funds, priority will be given to high-ranking proposals from eligible recipients and/or qualified agencies in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services in rural sections of their surrounding service areas.

Budget negotiations will be conducted by the Gender Equity Coordinator with agencies of the highest ranked proposals for the purpose of funding as many of the eligible proposals as possible. **Amounts of grants will not exceed \$35,000 per proposal.** It should be clearly understood that the proposals selected will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

D. Qualified Proposals

Qualified proposals must meet the following criteria:

- o Be submitted by an eligible recipient or community-based organization of demonstrated effectiveness in serving the targeted group
- o Meet the requirements for the use of funds in section 222
- o Address each of the requirements in the RFP
- o **The original and one copy must be received no later than 5:00 p.m. on Tuesday, March 1, 1994, at the Office of the Commissioner of Higher Education at 2500 Broadway, Helena, MT 59620-3101**

E. Funded Projects

Agencies receiving funding must submit four quarterly fiscal and enrollment reports and comprehensive final fiscal and narrative reports to the Gender Equity Coordinator. Copies of all publicity for a funded project must be forwarded to the Gender Equity Coordinator when published or aired. Accomplishments of the project must be documented.

F. Critical Dates

March 1, 1994	DEADLINE for receipt of proposals at OCHE
April 1, 1994	Funding notification to applicants
June 15, 1994	Approved budget issued by Gender Equity Coordinator
July 1, 1994	Funding of projects begins
October 30, 1994	First Progress Report due
January 30, 1995	Second Progress Report due
April 30, 1995	Third Progress Report due
July 30, 1995	Final Report due (August 15, 1994, is the final deadline for the summary fiscal report and for the narrative report for projects with activities funded through June 30, 1994)

REQUIREMENTS OF RFP

A complete proposal will contain:

1. A needs assessment or proposal in response to the Gender Equity Coordinator's priorities
2. A written proposal, with signed assurances and evidence of coordination, in the format required

A. Needs Assessment

A needs assessment must be conducted before the proposal is written. The cost of the needs assessment is not reimbursable. The assessment should include both qualitative and quantitative data to establish the reason for your agency's proposal. Five common methods of assessment are described in the attached Supplement to this RFP. Any method of needs assessment may be used; your method and its results must be described in your proposal.

The Gender Equity Coordinator is required to develop an annual plan for the use of all funds available for this purpose. Projects which have been identified in this plan do not require the agency to perform an independent needs assessment; instead, insert a statement that your proposal is made in response to the annual plan of the Gender Equity Coordinator, and local data must be provided to support the relevance of that priority to local needs.

NOTE: A Comprehensive Needs Assessment conducted for PY94 may be used for PY95 proposals as long as it is updated with current local assessments.

B. Annual Plan Projects

Proposals are specifically solicited for the following identified projects:

- o Outreach and Education Programs that provide and disseminate information about Vocational Opportunities and ways to eliminate sex bias and stereotyping for the nontraditional student/participant.
- o Recruitment, Retention and Placement of individuals in Nontraditional Occupations.
- o Technical education programs addressing math anxiety, applied math and science education and computer literacy.

Support services of dependent care and transportation for individuals participating in gender equity programs are a permitted use of equity funds. Plans which would use Montana's equity funds for such supportive services must show evidence that no other resource to provide such supportive services is available to the eligible individuals.

C. Proposal Format (see attached RFP form)

D. Proposal Rating Form (see attached Rating form)

attachments (3)

ID 106

11/93

SUPPLEMENT TO RFP's FOR SECTIONS 221 AND 222 FUNDS

Five Methods of Assessing Needs

1. Community Forums

The community forum is a meeting or a series of meetings of citizens to assess needs. The meetings should be advertised widely and held in a neutral place at a convenient time to encourage participation of a wide range of citizens. It is important to ensure that all in attendance have the opportunity to express their opinions. A good technique for encouraging input is to have the participants break into small discussion groups for part of the meeting.

Advantages of the community forum:

- o Serves as a low-cost method for providing public input into the planning process
- o Usually enables citizens to feel a high level of involvement and satisfaction with the experience if it is conducted so as to assure that all participants have an opportunity to express their views
- o Can be a vehicle for identifying leaders who are willing to assist with future programs

Disadvantages of the community forum:

- o May not be attended by an unbiased cross-section of the community
- o May be monopolized by a vocal minority or turn into gripe sessions if not organized and facilitated properly
- o May raise citizens' expectations that your organization will meet needs that are beyond the scope of your resources or capabilities
- o May yield data that are impressionistic and should be cross-validated by another technique

2. Focused Group Discussions

This approach involves gathering small groups of not more than 12 persons to identify needs. An effort should be made to ensure that the participants represent their population category. It is also important to ensure that equal participation through a technique such as the nominal group technique described below.

The conditions for a nominal group are simulated by having members first write their ideas of existing needs on a slip of paper without discussing these ideas. A period of from 5 to 15 minutes is usually required to write ideas, and the leader ensures there is no talking during this time. The next step is for each member, in turn, to voice an idea. As a need is suggested, it is written by the leader on a blackboard or flipchart. No evaluation of needs or discussion of them happens at this time. Needs are solicited until no more ideas differing from those already posted are suggested. A person may suggest needs not originally considered, and members are encouraged to build on each other's ideas. After all the needs are posted, the leader goes down the list of needs and asks if there are any questions, statement of clarification, or statements of agreement or disagreement regarding the relevance of the needs identified. There may also be a discussion of ways others in the community currently meet this need or have in the past.

Advantages of focused group discussions:

- o Cost effective means of gaining public input
- o Allows for the easy assembly of groups through existing organizations, although some biases may exist

Disadvantages of focuses group discussions:

- o May yield data that are impressionistic and should be cross-validated by other techniques

3. Key Informant

This is a method designed to elicit needs information from influential community members, such as public officials, industry representatives, or agency directors. Either personal interviews may be conducted or questionnaires mailed with telephone follow up.

Advantages of key informant method:

- o Is quick, relatively uncomplicated, and inexpensive, especially when mailed questionnaires with telephone follow up is used.
- o Provides public relations benefits:
 - can improve communication between those concerned with needs and key persons in the community
 - can develop support for addressing needs
 - can increase understanding of needs issues if some time is taken to provide interviewees with information

Disadvantages of key informant method:

- o May result in biased data if key informants represent special interests or do not know other segments of the community fully
- o May lead to biases if those who are most concerned with needs are selected for interview or are the ones most likely to respond
- o May yield results that are impressionistic and should be cross-validated by other techniques

4. Survey Research

To ensure methodological "purity," this method involves administering questionnaires through the newspaper, mail, phone, or personal interviews to obtain information on citizen perception of needs.

Advantages of survey research:

- o Most scientifically valid methods of obtaining information if the instrument is well-designed, pre-tested, and administered to a random sample; and if the response rate is high.

Disadvantages of survey research:

- o May be the most expensive method of needs assessment
- o Requires advanced research skills to design and analyze the survey instrument and to select the sample
- o Necessitates interviewer hiring and training
- o Requires that quality control be maintained throughout the data collection process
- o May require that data be analyzed by computer
- o May yield low response rates, particularly with mail surveys

5. Social Indicators

This approach involves the use of public records and reports, such as census data, vital statistics, economic indicators, and employment reports. These data are examined for incidences of social problems and their related characteristics. It is best to have data in a time series so trends can be identified. These trends may indicate areas for prevention and/or new programs.

Advantages of social indicators:

- o Uses data that have already been collected
- o Is helpful in substantiating other more impressionistic methods of needs assessment with "facts" or numbers

Disadvantages of social indicators:

- o May not reflect accurate picture, as individuals in need of services may not be seeking them (e.g., "discouraged" workers who no longer seek jobs and so are not reflected in unemployment figures)
- o Is not likely to identify new or emerging problems
- o May necessitate the use of records that are of questionable accuracy and/or not comparable across data collecting agencies
- o May involve the additional issues of confidentiality of client records

Conclusion

The use of at least two needs assessment methods that include both qualitative and quantitative data is recommended. Choice of methods will depend on resources available for needs assessment. The methods vary considerably with respect to the investment of time, money, and personnel required. The cost of the methods used should reflect the utility of the information obtained.

Your own client and project records, or the deliberate design of project record keeping in this and subsequent years, may make needs assessment requirements easier to meet.

FORMAT FOR PROPOSALS
SUBMITTED IN RESPONSE TO
REQUEST FOR PROPOSALS FOR FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

___ SECTION 221 OR ___ SECTION 222

Applicant Agency: _____

Project Director: _____

Address: _____

Telephone No.: _____

Title of Proposed Project (14 words or less only):

UNDUPLICATED Number to be Served:

Section 221:	<u>Female</u>	<u>Male</u>	<u>Total</u>
Single Parents	_____	_____	_____
Displaced Homemakers	_____	_____	_____
Single Pregnant Women	_____	_____	_____
Total Economically Disadvantaged	_____	_____	_____
Section 222:	<u>Female</u>	<u>Male</u>	<u>Total</u>
Gender equity participants	_____	_____	_____

Complete Application includes:

_____ Complete RFP response according to approved format

_____ Signed assurances

_____ Documentation of interagency coordination

_____ Documentation of equity training

15 points

Summary of Project Director's Qualifications, Agency's Ability to Support Project

Describe the project director's qualifications for directing the activities of the proposed project. Do not describe the qualifications of a project administrator, if any, if not the same person as the project director. Include academic and work experience. If guidance or counseling activities are involved, the project director or another staff member directly involved with the project must either be certified as a school counselor (secondary level proposals) or have a master's degree in a relevant field (postsecondary level proposals).

Describe the ability of the applicant agency to support the project if it were funded, including its fiscal stewardship of federal funds. Describe the effectiveness of a community-based organization applicant agency to serve the targeted population.

20 points

Statement of Problem or Need

A needs assessment must be included -- either performed locally or substantiated by statistics from relevant publications or documents that substantiate the need for the proposed project. If the proposal specifically implements one of the Gender Equity Coordinator's project priorities, that statement must be made and local data provided to support the relevance of that priority to local needs.

The methods used and results of any local needs assessment must be thoroughly documented in the proposal application. (Refer to RFP Supplement on Methods of Assessment for technical assistance.)

10 points

Evidence of Interagency Coordination

Describe specific communication and coordination with other relevant service agencies taken prior to proposal submission that document awareness of the objectives of the proposal, the targeted population to be served, and prevention of unnecessary duplication of services. Attach specific letters of support and nonduplication OR signatures, titles and dates of review on a document specifically stating nonduplication and listing project objectives and population to be served.

If no other relevant service agencies exist in the applicant's service area, this must be stated as a substitute for evidence of coordination.

15 points

Objectives

Using the format shown on page 4 of this form, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and address the Montana's Core Standards and Measures.

10 points

Activities to Achieve Objectives

Using the format shown on page 4 of this form, list the activities that will be carried out to accomplish EACH objective listed. State what will be done, by whom, and within what time frame.

15 points

Evaluation

Using the format shown on page 4 of this application packet, and "Montana's Initial Core Standards for Measures of Performance and Program Effectiveness" on page 7 of this form, specify the criteria which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period, who will collect the data, and how it will be collected.

10 points

Results, Products and Dissemination

Indicate what products will result from project activities and how project results will be ACTIVELY shared with other vocational educators and interested persons.

15 points

Gender Equity

Describe the ways in which your objectives, activities, and evaluation components address steps taken within the scope of the proposed project to achieve gender equitable enrollment in project services or gender neutral products resulting from project activities. Address nontraditional recruitment or project focus if involved in proposal.

Provide a copy of the agency's policy on nondiscrimination and the name of the Title IX coordinator.

Provide the project director's documentation of at least 8 hours of approved equity training within the last 12 months. Points not given for credit received prior to February 1, 1993. (No credit can be given without documentation from the GEC in OCHE).

10 points

Budget Narrative and Budget Form

Describe how the federal funds requested and other funds will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating Expenses and Instructional Equipment budget categories. Include the source of match for any local administrative costs. Specific statement must be made on non-supplanting of local or state funds.

Complete the budget form on page 5 of this form.

120 points

TOTAL MAXIMUM POINTS (Proposals that do not achieve at least 60 points between two readers will be disqualified.)

NOTE: A proposal will not be considered qualified to be sent to the readers if it is received after the submission deadline, does not include signed assurances, evidence of interagency coordination or equity training certification.

Program Year 199_

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient

Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

The applicant will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicant assures the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Line 1:	Chair, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	President or Agency Director	Date
Line 3:	Dean/Department Head/Administrator	Date
Line 4:	Project Director	

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))	* 80% of students show a competency gain over a locally established baseline.	Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.
Measures of performance (115(b)(2)) OUTCOMES	Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.	Examine baseline and annual retention rate by funded program(s).
	Documented increase in percent of students showing competency attainment by completion of funded program.	Examine baseline and annual competency attainment data for funded program(s).
	Documented increase in percent of placement into additional training or education, military service, or employment.	Examine baseline and annual placement rates by funded program(s).

- * Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
-----------------------	----------------	---

Incentives to encourage services to targeted groups or special populations (115(b)(3))	<u>Most-Improved Programs:</u> Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.	Report numbers of special population members by group and show increases over baseline number served by group.
--	--	--

* Monetary Incentives:
 In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.

* Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

PROPOSAL REVIEW FORM
FOR SECTION 221 AND 222 FUNDS

Reader Number _____
Track no. of proposal _____

Total Points Earned _____
(Maximum = 120 points)

Applicant Agency: _____

Proposal Title: _____

Category: _____ 221 (SP/DH/SPW) _____ 222 (Gender Equity)

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by five readers.

RATING COMPONENTS

Summary of Project Director's Qualifications, Agency's Ability to Support Project - (15 points possible) Project director is the person directly supervising (not just administering) or performing the work of the proposal. Agency must have capability to provide services and appropriate stewardship of funds and must have demonstrated effectiveness in serving targeted population.

_____ Academic and work experience are adequate for conducting/supervising the work of the proposed project. (10 points) (If guidance or counseling services are included in the proposal, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required of the project director or other staff member directly involved in the project.)

_____ Agency has demonstrated ability to support project and effectiveness in serving targeted population. (5 points)

Comments:

Statement of Problem or Need - (20 points possible)

- _____ Either a local needs assessment was performed and thoroughly reported (including method and results) OR one of the priorities for proposals identified by the Gender Equity Coordinator is the stated focus of the proposal, AND local data is provided to support the relevance of that priority to local needs. (10 points)
- _____ The problem or need statement presents a clear, concise justification for the objectives of the proposal and includes relevant agency statistics or information from relevant documents and publications that support the results of the agency's needs assessment or the Equity Coordinator's priority. (10 points)

Comments:

Evidence of Interagency Coordination - (10 points possible)

- _____ Thorough contact is documented, either in the form of letter(s) of support for the specific objectives and targeted population to be served and a statement of non-duplication of services from each relevant service provider in the applicant's service area or as a listing of objectives and population to be served with titles, signatures and dates of signature of relevant community service providers indicating awareness of project intentions and certification of non-duplication of services. Full points may also be awarded if substantiation is provided that no other local services exist in the applicant's service area. (10 points)

Comments:

Objectives - (15 points possible)

- _____ Objectives are measurable and clearly state outcomes to be sought from project activities, and include student outcome assessments. (10 points)
- _____ Objectives appear attainable within one program year. (5 points)

Comments:

Activities to Achieve Objectives - (10 points possible) The activities must tie directly to the objectives of the proposal and must be likely to be effective in fulfilling the objectives.

- _____ The activities spell out WHAT will be done. (4 points)
- _____ The persons WHO will perform the activities are specified. (3 points)
- _____ Time frames are specified as to WHEN the activities will be performed. (3 points)

Comments:

Evaluation - (15 points possible) There must be a clear plan to evaluate whether or not the objectives are achieved.

- _____ Approved evaluation criteria are stated for EACH objective and meet Montana's Core Standards and Measures. (5 points)
- _____ The evaluation criteria are quantifiable. (5 points)
- _____ The mechanics of data collection are clearly stated for EACH objective. (who, how, etc.) (5 points)

Comments:

Results, Products, and Dissemination - (10 points possible)

- _____ Project objectives, activities and results will be publicized through reports and/or materials. (4 points)
- _____ Project activities include ACTIVE distribution of project results and products to other vocational educators and relevant service providers. (6 points)

Comments:

Gender Equity - (15 points possible)

- _____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equitable enrollment in project services or gender neutral products resulting from project activities. Full points may be given if the proposal specifically addresses recruiting and/or serving nontraditional enrollments in vocational education to correct gender enrollment imbalance. (5 points)
- _____ A statement of the local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (2 points)
- _____ Documentation is included that at least 8 hours of approved equity training was received by the project director during the past year. (8 points) No points will be awarded for equity training received prior to February 1, 1993. (No credit can be given without documentation from the GEC at OCHE).

Comments:

Budget Narrative and Budget Form - (10 points possible)

- _____ The budget narrative and completed budget form clearly tie planned expenditures to project objectives and activities. (7 points)
- _____ Specific statement is made on non-supplanting of local or state funds. (3 points)

Comments:

SELF-ASSESSMENT FOR VOCATIONAL EDUCATION

DUE: September 24

School

County

City

Zip Code

I. TYPE OF PROGRAM (check appropriate item)

1	Agriculture
2	Business & Office
3	Health Occupations
4	Trade & Industrial
5	Marketing Education
6	Industrial Arts/Technology Education

7	Food Service
8	Law
9	Computer & Information
10	Architecture & Environmental Design
11	Environmental Control
12	Other

II. This data collection is required in accordance with the Administrative Rules of Montana and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 P.L. 101-392.

III. DIRECTIONS:

1. The self-assessment should be completed by the instructor.
2. Advisory committee members should assist the instructor(s) in the self-assessment.
3. Written comments following each item are encouraged.
4. Fill in all information on the scanable form.
5. The original of each program evaluation should be submitted to Dr. Jane Karas, Office of the Commissioner of Higher Education, Helena, Montana 59620. One copy should be kept in your files.

	Comments
1. There are prerequisites for advanced courses.	
2. The institution offers job placement services for students.	
3. The institution is a member of a tech-prep consortium.	
4. Textbooks cover a broad subject area including all aspects of the industry.	
5. There is an annual program evaluation.	
6. All students have adequate and equal access to current technology.	
7. Instructor periodically attends new technology training.	
8. Advisory council minutes are kept on file.	
9. Planning time exists for academic and technical instructors to discuss curriculum.	
10. A sequence of courses is accurately reflected in the agency's current catalogue.	
11. The accreditation standards of the Northwest Association of Schools and Colleges are being met.	
12. Textbooks integrate academic and vocational theories.	
13. Related/remedial instruction is available to students.	
14. Institution is a member of tech-prep consortium.	
15. Team teaching between academic and vocational faculty occurs.	
16. Scheduling allows students to participate in both academic/vocational classes.	
17. The program offers a sequence of courses leading to both academic and occupational competencies.	
18. The program includes work experience.	
19. Successful progress through the program is measured according to attachment of specific benchmark skills, knowledge, attitude and work behaviors.	

School: _____

Check one: ☐ Ag ☐ B&O ☐ Hlth ☐ T&I ☐ Mktg ☐ IA&TE ☐ Fd Srv ☐ Law ☐ Cmptr ☐ Arch ☐ Envir

	Comments
20. Job placement data are collected annually and reflect job attainment data of program completers.	
21. Adequate fiscal resources are budgeted to ensure the vocational/technical curriculum, equipment and instructional materials meet the demand of the work force.	
22. The program utilizes state-of-the-art technology.	
23. Laboratories are periodically updated.	
24. Faculty have direct work experience in subject area.	
25. Institution/industry partnerships provide experience with state-of-the-art technology.	
26. Curricula are periodically assessed and revised.	
27. Continual acquisition of current instructional material and learning resources.	
28. Professional development of faculty.	
29. There are cooperative efforts between secondary and postsecondary institutions in the development of curriculum.	
30. Field trips and community resources are used to enrich the institution.	
31. Faculty participate in career development activities for students.	
32. Faculty are active in professional organizations.	
33. Class activities focus on all aspects of the industry.	
34. Work placement is available as part of the program.	
35. There are projected job openings in the area of instruction.	
36. NOICC and SOICC information are used in the programs.	
37. Skills are flexible and transferable.	
38. Lifelong learning activities are offered.	
39. Business and industry are directly involved with and participate in curriculum development and planning.	
40. Resources from business and industry are utilized as part of the instructional process.	
41. There is specific recruitment of: a. disabled students b. disadvantaged students c. LEP students d. corrections students e. gender nontraditional students	
42. The institution has personnel sufficient to meet the needs of special populations.	
43. The institution assists with job placement of students irrespective of sex, race, disability, LEP and corrections.	
44. Facilities are adequate and equally accommodate both sexes. Facilities are adequate and equally accommodate disabled students.	
45. If necessary, special equipment is available for students with special needs.	
46. Students with special needs are provided vocational instruction in the least restrictive environment.	
47. The results of current needs assessment are used to update the curriculum, equipment and facilities.	
48. The program includes industry validated curricula that include critical thinking skills, workplace competencies and behaviors.	
49. There is employer follow-up.	

	Comments
50. Advisory councils are active participants in planning process.	
51. Linkage with business and industry are well-documented.	
52. Business and industry advisory councils are used to review and assess program needs, curriculum, etc.	
53. Males and females are represented in the program.	
54. The program focusses on the elimination of sex-role stereotyping.	
55. Student skills and competencies are measured with pre- and post-tests.	
56. Instructors are certified.	
57. Adult education courses are offered to community members.	
58. Equipment used reflects current technology used in industry.	
59. The program advisory committee has: a. written duties and responsibilities b. minutes on file c. assisted with program development and evaluation d. male, female, and minority representation e. a representative of business, industry and labor	
60. The instructor: a. is certified b. is an active member of a vocational education related professional organization c. keeps updated by attending workshops and seminars d. is vocationally endorsed e. has sufficient work experience	
61. Curriculum is organized based on knowledge and skills for the occupation (task analysis) including academic skills.	
62. Program objectives are realistic based on student needs and employment opportunities.	
63. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement demands of the workforce.	
64. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area for which there is a current or future labor market need.	
65. Students are evaluated based on workplace competencies.	
66. There is an annual planned follow-up system of students completing the program, including employer satisfaction.	
67. The results of evaluation and follow-up are used as a basis to revise and improve the program.	
68. Vocational guidance services are provided for the students.	
69. NOICC and SOICC and other occupational information are provided to students as part of their vocational guidance services.	
70. Special needs students are provided vocational guidance services.	
71. Equipment, facilities and supplies used for program serving only special needs students are comparable to those used to serve regular Vo-Ed students.	
72. The courses include basic and higher order current and future workplace competencies that reflect the hiring needs of employers as evidenced by industry-validated curricula.	

Signed: _____ Date _____
Program Instructor Who Has Completed This Form

Signed: _____
Advisory Committee

Signed: _____ Date _____
School Administrator

State of Montana Office of Public Instruction Nancy Keenan, Superintendent Helena, Montana 59620	SELF-ASSESSMENT FOR VOCATIONAL EDUCATION	
DUE: September 24		
School	County	City Zip Code

I. TYPE OF PROGRAM (check appropriate item)

1	Agriculture
2	Business and Office
3	Consumer and Homemaking
4	Cooperative/Youth Apprenticeship
5	Health Occupations-

6	Wage Earning Home Economics
7	Industrial Arts/Technology Education
8	Marketing Education
9	Trade and Industrial
10	Other (Special, Chapter 1, Counselor)

II. LEVEL OF PROGRAM: ☐ Secondary ☐ Adult

III. This data collection is required in accordance with the Administrative Rules of Montana and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 P.L. 101-392.

IV. DIRECTIONS:

1. The self-assessment should be completed by the instructor(s) for each approved vocational program in the school district as well as the special education directors, Chapter I, ESL teachers, and counselors.
2. Advisory committee members should assist the instructor(s) in the self-assessment.
3. Written comments following each item are encouraged.
4. Fill in all information on the scanable form.
5. The original of each program evaluation should be submitted to the State Director, K-12 Vocational Education, Office of Public Instruction, Helena, MT 59620. The copies should be kept in your files.

	Comments
1. The program advisory committee has	
a. written duties and responsibilities.	
b. minutes on file.	
c. assisted with program development and evaluation.	
d. male, female, and minority representation.	
e. a representation of business, industry and labor.	
2. Males, females, handicapped, english propficiency, and disadvantaged students are encouraged to participate in Vocational Education.	
3. Sex bias/stereotyping has been eliminated from instructional and curricular material.	
4. Community resource persons working in nontraditional occupations are utilized in class presentations.	
5. The instructor	
a. is certified.	
b. is an active member of a vocational education related professional organization.	
c. keeps updated by attending workshops and seminars.	
d. is vocationally endorsed.	
e. has sufficient industrial work experience.	
6. Curriculum is organized based on knowledge and skills for the occupation (task analysis) including academic skills.	
7. The program offers sequential courses leading to both academic and occupational competency.	
8. Written measurable objectives are on file in the department.	
9. Program objectives are realistic based on student needs and employment opportunities	
10. Field trips and community resources are used to enrich the instruction.	
11. There is an established linkage between the program and a postsecondary institution.	

School: _____

Check one: ☐ Ag ☐ B & O ☐ Co-op ☐ Health ☐ Con. Hmkg. ☐ WE Hmkg. ☐ IA/TE ☐ Mktg ☐ T & I

	Comments
12. The school assists with job placement of students irrespective of sex, race or handicap.	
13. Adequate funds are budgeted for supplies, equipment and travel.	
14. Program facilities are adequate and accommodate both sexes and special population students.	
15. Students are given instruction and experience in all aspects of the industry.	
16. Equipment is adequate and up-to-date.	
17. A vocational student organization is an integral part of the instructional program.	
18. Students with special needs are identified and provided for adequately.	
19. Program evaluation is consistent with the school-established vocational education philosophy and goals and job placement demands of the workforce.	
20. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area for which there is a current or future labor market need.	
21. Students are evaluated based on workplace competencies.	
22. There is a planned follow-up system of students completing the program, including employer satisfaction.	
23. The results of evaluation and follow-up are used as a basis to revise and improve the program.	
24. The results of current needs assessment are used to update the <ul style="list-style-type: none"> a. curriculum. b. equipment. c. facility. d. instructional staff 	
25. Vocational guidance services are provided for the all students.	
26. NOICC, SOICC, and other occupational information are provided to students as part of their vocational guidance services.	
27. Special population students are provided vocational guidance services.	
28. Special population needs students are provided vocational instruction in the least restrictive environment.	
29. Equipment, facilities and supplies used for program serving only special needs students are comparable to those used to serve regular Vo-Ed students.	
30. IDEA students each special education student has an IEP.	
31. The Vocational instructor is a member of the Child Study Team.	
32. Courses include basic and higher order current and future workplace competencies that reflect the hiring needs of employers as evidenced by industry-validated curricula.	
33. Teachers are provided adequate planning time to integrate academic and vocational activities into the curriculum.	
34. The district is a member of a tech prep consortium.	
35. Academic and vocational teachers team teach some curricular materials.	
36. Remedial academic instruction is made available to vocational students if needed.	

	Comments
37. Vocational texts include instruction in academics related to the vocational area.	
38. The vocational program provides a sequence of courses	
39. Vocational program approved under the State Vocational Education Guidelines	
40. Work experience or cooperative education incorporated into the program	
41. Successful progression through the program is measured by specific attainment of bench mark skills	
42. Job placement is available to all students	
43. Students are provided with field trip opportunities to local businesses and post secondary training institutions	
44. Text books and other instructional materials address all aspects of the industry. Planning, management, finances, technology and production, labor and health and safety addressed in the technology.	
45. Skills taught are flexible and transferable to other aspects of the industry.	
46. Business and Industry has been involved in the curriculum development and planning of the program.	
47. Outside speakers are utilized.	
48. The program does utilize the Chapter 1 resources.	
49. There are adequate instructional staff to meet the needs of all students.	
50. There are adequate and up-to-date equipment for all students.	
51. The program utilizes up-to-date technology found in the industry.	
52. The program is funded adequately to allow for teacher inservices and equipment replacements and updates.	
53. The course work include basic and higher order problem solving skills.	
54. There is adequate access to current technology.	
55. Employer followup is used to update the curriculum.	
56. The program does utilized industry validated curriculum	
57. Opportunities for adult education and lifelong learning is offered to community members.	
58. There linkups between the secondary program and a postsecondary program.	
59. Males and Females are represented.	
60. The guidelines for Secondary Vocational Education Montana are being met.	
61. There is a specific recruitment of: a. disabled students b. disadvantaged students c. LEP students d. correction students e. gender nontraditional students	

Signed: _____
Program Instructor Who Has Completed This Form Date _____

Signed: _____
Advisory Committee

Signed: _____
School Administrator Date _____

Time:12:45:41

Questions: 9, 12, 13, 14, 15, 16

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	10/83%	2/17%	0/0%
B. Business and Office	155/79%	25/13%	15/8%
C. Health Occupations	75/81%	12/13%	6/6%
D. Trade an Industrial	96/74%	25/19%	9/7%
E. Marketing Education	4/67%	0/0%	2/33%
F. Industrial Arts/Technology Education	39/83%	7/15%	1/2%
G. Food Service	12/100%	0/0%	0/0%
H. Law	10/83%	2/17%	0/0%
I. Computer and Information	32/82%	5/13%	2/5%
J. Architecture & Enviromental Design	5/83%	1/17%	0/0%
K. Enviromental Control	10/77%	1/8%	2/15%
L. Other	36/63%	13/23%	8/14%
Totals:	484/78%	93/15%	45/7%

Time:12:45:41

2) Sequence of Courses:

Questions: 1, 10, 11, 12, 17

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	9/90%	0/0%	1/10%
B. Business and Office	161/98%	0/0%	3/2%
C. Health Occupations	77/97%	0/0%	2/3%
D. Trade an Industrial	104/95%	3/3%	2/2%
E. Marketing Education	4/80%	1/20%	0/0%
F. Industrial Arts/Technology Education	36/90%	4/10%	0/0%
G. Food Service	10/100%	0/0%	0/0%
H. Law	10/100%	0/0%	0/0%
I. Computer and Information	35/100%	0/0%	0/0%
J. Architecture & Enviromental Design	5/100%	0/0%	0/0%
K. Enviromental Control	11/92%	0/0%	1/8%
L. Other	39/89%	1/2%	4/9%
Totals:	501/96%	9/2%	13/2%

3) Inc. Stud. Work Attainment:
Questions: 2,19,20,34,33

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	6/60%	3/30%	1/10%
B. Business and Office	125/76%	21/13%	18/11%
C. Health Occupations	64/81%	12/15%	3/4%
D. Trade an Industrial	91/83%	8/7%	11/10%
E. Marketing Education	5/100%	0/0%	0/0%
F. Industrial Arts/Technology Education	33/83%	4/10%	3/8%
G. Food Service	10/100%	0/0%	0/0%
H. Law	8/80%	2/20%	0/0%
I. Computer and Information	24/71%	4/12%	6/18%
J. Architecture & Enviromental Design	5/100%	0/0%	0/0%
K. Enviromental Control	10/77%	1/8%	2/15%
L. Other	29/63%	6/13%	11/24%
Totals:	410/78%	61/12%	55/10%

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4) Linkages:

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	11/92%	0/0%	1/8%
B. Business and Office	152/67%	49/21%	27/12%
C. Health Occupations	68/61%	32/29%	11/10%
D. Trade and Industrial	94/61%	24/16%	35/23%
E. Marketing Education	4/57%	1/14%	2/29%
F. Industrial Arts/Technology Education	32/57%	15/27%	9/16%
G. Food Service	12/86%	2/14%	0/0%
H. Law	12/86%	2/14%	0/0%
I. Computer and Information	35/73%	6/13%	7/15%
J. Architecture & Environmental Design	6/86%	1/14%	0/0%
K. Environmental Control	8/47%	2/12%	7/41%
L. Other	31/49%	18/29%	14/22%
Totals:	465/64%	152/21%	113/15%

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- 5) All aspects of the industry including planning, management, finances, technical and production skills, underlying principles of technology, labor issues and health and safety:

Questions: 4,30,33,34,35,36,37,38,39,40,(59),63,66

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	25/76%	6/18%	2/6%
B. Business and Office	415/75%	68/12%	69/13%
C. Health Occupations	219/81%	36/13%	16/6%
D. Trade an Industrial	281/76%	38/10%	49/13%
E. Marketing Education	14/82%	2/12%	1/6%
F. Industrial Arts/Technology Education	112/82%	12/9%	12/9%
G. Food Service	32/94%	1/3%	1/3%
H. Law	28/82%	6/18%	0/0%
I. Computer and Information	84/71%	15/13%	19/16%
J. Architecture & Enviromental Design	17/100%	0/0%	0/0%
K. Enviromental Control	36/77%	3/6%	8/17%
L. Other	116/72%	15/9%	31/19%
Totals:	1379/77%	202/11%	208/12%

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6) Special Pops:

Questions: 30, 41, 42, 43, 44, 45, 46, (59), 60, 67, 69, 70, 71

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	36/73%	10/20%	3/6%
B. Business and Office	588/72%	127/16%	101/12%
C. Health Occupations	305/77%	48/12%	45/11%
D. Trade and Industrial	336/63%	77/14%	121/23%
E. Marketing Education	21/84%	2/8%	2/8%
F. Industrial Arts/Technology Education	147/74%	18/9%	34/17%
G. Food Service	43/86%	5/10%	2/4%
H. Law	24/48%	20/40%	6/12%
I. Computer and Information	127/73%	27/16%	20/11%
J. Architecture & Environmental Design	23/92%	2/8%	0/0%
K. Environmental Control	51/73%	10/14%	9/13%
L. Other	172/70%	31/13%	41/17%
Totals:	1873/71%	377/14%	384/15%

7) Raising the quality:

Questions: 5,6,30,68,69,70,71

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	12/92%	0/0%	1/8%
B. Business and Office	162/71%	37/16%	30/13%
C. Health Occupations	83/75%	12/11%	15/14%
D. Trade an Industrial	108/71%	9/6%	35/23%
E. Marketing Education	6/86%	0/0%	1/14%
F. Industrial Arts/Technology Education	41/75%	3/5%	11/20%
G. Food Service	12/86%	1/7%	1/7%
H. Law	10/71%	2/14%	2/14%
I. Computer and Information	36/75%	3/6%	9/19%
J. Architecture & Enviromental Design	7/100%	0/0%	0/0%
K. Enviromental Control	12/67%	1/6%	5/28%
L. Other	50/76%	8/12%	8/12%
Totals:	539/74%	76/10%	118/16%

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8) Relevance to workforce:

Questions: 8, 24, (25, 26, 27, 28), (39), (51, 52), 59, 60, (62), 63, 64, 66

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	38/79%	5/10%	5/10%
B. Business and Office	609/78%	91/12%	79/10%
C. Health Occupations	327/86%	33/9%	20/5%
D. Trade an Industrial	440/85%	35/7%	45/9%
E. Marketing Education	22/92%	2/8%	0/0%
F. Industrial Arts/Technology Education	168/88%	10/5%	14/7%
G. Food Service	46/96%	1/2%	1/2%
H. Law	36/75%	8/17%	4/8%
I. Computer and Information	128/76%	15/9%	25/15%
J. Architecture & Enviromental Design	22/92%	2/8%	0/0%
K. Enviromental Control	60/86%	7/10%	0/4%
L. Other	182/78%	13/6%	07/16%
Totals:	2078/82%	222/9%	200/9%

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9) Ability to Curriculum equipment and instructional materials to meet workforc
 Questions: 21,22,23,24,25,26,27,28,47,(52),58,67

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	17/71%	1/4%	6/25%
B. Business and Office	289/73%	42/11%	63/16%
C. Health Occupations	158/83%	23/12%	9/5%
D. Trade an Industrial	199/76%	31/12%	32/12%
E. Marketing Education	10/83%	2/17%	0/0%
F. Industrial Arts/Technology Education	79/82%	6/6%	11/11%
G. Food Service	22/92%	1/4%	1/4%
H. Law	12/50%	6/25%	6/25%
I. Computer and Information	65/77%	9/11%	10/12%
J. Architecture & Enviromental Design	12/100%	0/0%	0/0%
K. Enviromental Control	26/79%	5/15%	2/6%
L. Other	68/59%	8/7%	39/34%
Totals:	957/75%	134/11%	179/14%

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10) Basic and higher order skills, current and future workplace compliances reflection hiring needs of employer:

Questions: 7, 48, 49, 50, 51, 52, 60, 61, , 4, 65, 66, 67, 72

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	24/71%	4/12%	6/18%
B. Business and Office	401/73%	84/15%	66/12%
C. Health Occupations	224/84%	24/9%	20/7%
D. Trade and Industrial	292/80%	20/5%	55/15%
E. Marketing Education	17/100%	0/0%	0/0%
F. Industrial Arts/Technology Education	109/81%	7/5%	19/14%
G. Food Service	32/94%	1/3%	1/3%
H. Law	22/65%	6/18%	6/18%
I. Computer and Information	90/76%	9/8%	20/17%
J. Architecture & Environmental Design	15/88%	2/12%	0/0%
K. Environmental Control	38/79%	9/19%	1/2%
L. Other	121/76%	10/6%	28/18%
Totals:	1385/78%	176/10%	222/12%

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11) Special Pops Programs:

Questions: 6, (41,42,43,44,45,46),57,60,62,71

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	31/82%	6/16%	1/3%
B. Business and Office	470/76%	88/14%	59/10%
C. Health Occupations	231/76%	37/12%	34/11%
D. Trade an Industrial	259/64%	61/15%	87/21%
E. Marketing Education	18/95%	0/0%	1/5%
F. Industrial Arts/Technology Education	110/73%	14/9%	27/18%
G. Food Service	32/84%	4/11%	2/5%
H. Law	14/37%	18/47%	6/16%
I. Computer and Information	104/78%	22/17%	7/5%
J. Architecture & Enviromental Design	17/89%	2/11%	0/0%
K. Enviromental Control	39/71%	11/20%	5/9%
L. Other	132/71%	23/12%	32/17%
Totals:	1457/73%	286/14%	261/13%

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Questions: 53, 54, 55

Type	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	6/100%	0/0%	0/0%
B. Business and Office	66/68%	11/11%	20/21%
C. Health Occupations	39/81%	8/17%	1/2%
D. Trade an Industrial	53/80%	8/12%	5/8%
E. Marketing Education	2/67%	1/33%	0/0%
F. Industrial Arts/Technology Education	17/71%	2/8%	5/21%
G. Food Service	6/100%	0/0%	0/0%
H. Law	4/67%	0/0%	2/33%
I. Computer and Information	16/76%	2/10%	3/14%
J. Architecture & Enviromental Design	3/100%	0/0%	0/0%
K. Enviromental Control	8/89%	1/11%	0/0%
L. Other	20/69%	6/21%	3/10%
Totals:	240/75%	39/12%	39/12%

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1) Integration:

Questions: 6,7,17,20,33,34,35,36,37

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	182/77%	30/13%	24/10%
B. Business and Office	S	403/70%	129/23%	41/7%
C. Consumer and Homemaking	S	319/71%	69/15%	59/13%
E. Health Occupations	S	6/75%	1/13%	1/13%
F. Wage Earning Home Economics	S	16/59%	6/22%	5/19%
G. Industrial Arts/Technology Education	S	257/69%	77/21%	37/10%
H. Marketing Education	S	41/80%	10/20%	0/0%
I. Trade and Industry	S	83/75%	21/19%	6/5%
J. Other (Special,Chapter1, Counselor)	A	8/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	16/67%	4/17%	4/17%
Totals:		1331/72%	347/19%	177/10%

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2) Sequence of Courses:

Questions:6,7,11,15,17,21,22,23,24a,24b,24c,30,38,39

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	302/82%	31/8%	34/9%
B. Business and Office	S	637/71%	181/20%	78/9%
C. Consumer and Homemaking	S	504/72%	100/14%	96/14%
E. Health Occupations	S	9/69%	3/23%	1/8%
F. Wage Earning Home Economics	S	28/67%	6/14%	8/19%
G. Industrial Arts/Technology Education	S	392/67%	124/21%	69/12%
H. Marketing Education	S	77/89%	7/8%	3/3%
I. Trade and Industry	S	137/79%	25/14%	12/7%
J. Other (Special,Chapter1, Counselor)	A	11/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	24/69%	6/17%	5/14%
Totals:		2121/73%	483/17%	306/11%

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3) Increased student work skills attainment and job placement:

Questions: 2,3,46,7,8,9,10,12,13,14,15,

16,17,18,20,21,22,23,24a,24b,24c,29,30,31,32,40,41,42

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	658/81%	75/9%	79/10%
B. Business and Office	S	1471/74%	339/17%	184/9%
C. Consumer and Homemaking	S	1158/75%	194/13%	187/12%
E. Health Occupations	S	23/77%	5/17%	2/7%
F. Wage Earning Home Economics	S	61/66%	14/15%	18/19%
G. Industrial Arts/Technology Education	S	899/69%	259/20%	142/11%
H. Marketing Education	S	170/91%	9/5%	7/4%
I. Trade and Industry	S	295/78%	54/14%	31/8%
J. Other (Special,Chapter1, Counselor)	A	27/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	66/76%	9/10%	12/14%
Totals:		4828/75%	958/15%	662/10%

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4) Linkage between Secondary and Post Secondary:

Questions: 4,6,7,11,15,16,17,22,23,24a,24b,24c,25,26,30,31,34,43

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	346/74%	68/14%	56/12%
B. Business and Office	S	743/64%	269/23%	142/12%
C. Consumer and Homemaking	S	623/69%	138/15%	146/16%
E. Health Occupations	S	12/71%	3/18%	2/12%
F. Wage Earning Home Economics	S	29/54%	9/17%	16/30%
G. Industrial Arts/Technology Education	S	464/61%	185/24%	108/14%
H. Marketing Education	S	83/78%	12/11%	11/10%
I. Trade and Industry	S	154/70%	43/19%	24/11%
J. Other (Special,Chapter1, Counselor)	A	15/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	36/71%	6/12%	9/18%
Totals:		2505/67%	733/20%	514/14%

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5) All aspects of the industry including planning, management, finances, technical and production skills, underlying principles of technology, labor issues and health and safety:

Questions: 6,7,8,10,12,13,15,16,17,21,22,
23,24a,24b,24c,29,31,45,46,47,48

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	445/81%	56/10%	49/9%
B. Business and Office	S	965/71%	246/18%	140/10%
C. Consumer and Homemaking	S	779/74%	135/13%	132/13%
E. Health Occupations	S	14/74%	4/21%	1/5%
F. Wage Earning Home Economics	S	41/65%	9/14%	13/21%
G. Industrial Arts/Technology Education	S	584/66%	191/22%	110/12%
H. Marketing Education	S	112/90%	9/7%	4/3%
I. Trade and Industry	S	202/77%	38/15%	22/8%
J. Other (Special,Chapter1, Counselor)	A	17/94%	1/6%	0/0%
J. Other (Special,Chapter1, Counselor)	S	34/64%	7/13%	12/23%
Totals:		3193/73%	696/16%	483/11%

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6) Ability to meet needs of special populations:

Questions: 2,3,46,7,8,9,10,12,13,14,15,16,17,18,20,
21,22,23,24a,24b,24c,25,26,27,28,29,30,31,49,50,51,52,53,54

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	738/80%	83/9%	97/11%
B. Business and Office	S	1710/76%	317/14%	229/10%
C. Consumer and Homemaking	S	1373/78%	163/9%	219/12%
E. Health Occupations	S	27/79%	4/12%	3/9%
F. Wage Earning Home Economics	S	67/64%	13/12%	25/24%
G. Industrial Arts/Technology Education	S	1044/71%	251/17%	181/12%
H. Marketing Education	S	191/90%	11/5%	11/5%
I. Trade and Industry	S	343/79%	51/12%	38/9%
J. Other (Special,Chapter1, Counselor)	A	30/94%	0/0%	2/6%
J. Other (Special,Chapter1, Counselor)	S	78/74%	12/11%	15/14%
Totals:		5601/76%	905/12%	820/11%

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7) Raising the quality of VoEd in high concentration skills:

Questions: 2,3,4,7,8,9,10,11,12,13,14,15,16,17,18,

19,20,21,22,23,24a,24b,24c,24d,25,26,27,28,29,30,31,32

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	655/81%	71/9%	87/11%
B. Business and Office	S	1516/76%	277/14%	198/10%
C. Consumer and Homemaking	S	1214/78%	146/9%	192/12%
E. Health Occupations	S	24/77%	4/13%	3/10%
F. Wage Earning Home Economics	S	61/66%	11/12%	21/23%
G. Industrial Arts/Technology Education	S	924/71%	219/17%	163/12%
H. Marketing Education	S	167/88%	11/6%	11/6%
I. Trade and Industry	S	300/79%	43/11%	35/9%
J. Other (Special,Chapter1, Counselor)	A	27/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	71/73%	9/9%	17/18%
Totals:		4959/77%	791/12%	727/11%

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8) Current and future labor needs:

Questions: 2,3,4,6,7,9,10,12,13,14,15,16,17,
18,19,20,21,22,23,24a,24b,24c,25,26,29,31,55

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	552/79%	74/11%	77/11%
B. Business and Office	S	1263/73%	294/17%	177/10%
C. Consumer and Homemaking	S	1014/75%	158/12%	174/13%
E. Health Occupations	S	19/73%	5/19%	2/8%
F. Wage Earning Home Economics	S	49/60%	11/14%	21/26%
G. Industrial Arts/Technology Education	S	772/68%	210/19%	153/13%
H. Marketing Education	S	145/88%	9/5%	10/6%
I. Trade and Industry	S	255/77%	45/14%	30/9%
J. Other (Special,Chapter1, Counselor)	A	24/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	56/73%	7/9%	14/18%
Totals:		4149/74%	813/14%	658/12%

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9) Ability to Curriculum equipment and instructional materials to meet workforc
 Questions: 3,4,6,7,8,9,10,12,13,14,15,16,17,19,20,
 21,22,23,24a,24b,24c,25,26,29,31,32,45,52,53,54,56

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	648/80%	76/9%	88/11%
B. Business and Office	S	1483/74%	309/15%	205/10%
C. Consumer and Homemaking	S	1159/75%	173/11%	217/14%
E. Health Occupations	S	24/80%	4/13%	2/7%
F. Wage Earning Home Economics	S	53/57%	14/15%	26/28%
G. Industrial Arts/Technology Education	S	898/69%	240/18%	169/13%
H. Marketing Education	S	168/89%	10/5%	11/6%
I. Trade and Industry	S	297/78%	48/13%	36/9%
J. Other (Special,Chapter1, Counselor)	A	26/96%	0/0%	1/4%
J. Other (Special,Chapter1, Counselor)	S	56/68%	10/12%	16/20%
Totals:		4812/74%	884/14%	771/12%

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10) Basic and higher order skills, current and future workplace compliances reflection hiring needs of employer:

Questions: 2,3,4,6,7,8,9,10,12,13,14,15,16,17,19,20,21,
22,23,24,25,26,31,40,47,48,53,56,57,58

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	603/80%	75/10%	80/11%
B. Business and Office	S	1340/72%	334/18%	191/10%
C. Consumer and Homemaking	S	1037/72%	200/14%	203/14%
E. Health Occupations	S	19/70%	4/15%	4/15%
F. Wage Earning Home Economics	S	53/61%	11/13%	23/26%
G. Industrial Arts/Technology Education	S	800/66%	262/21%	157/13%
H. Marketing Education	S	150/86%	12/7%	12/7%
I. Trade and Industry	S	272/76%	47/13%	39/11%
J. Other (Special,Chapter1, Counselor)	A	25/96%	1/4%	0/0%
J. Other (Special,Chapter1, Counselor)	S	53/72%	5/7%	16/22%
Totals:		4352/72%	951/16%	725/12%

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11) Relative academic training, retraining of adults:

Questions: 11,12,13,15,16,19,20,21,22,23,24a,24b,24c,26,59,60

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	318/76%	48/11%	52/12%
B. Business and Office	S	705/69%	195/19%	126/12%
C. Consumer and Homemaking	S	554/69%	110/14%	142/18%
E. Health Occupations	S	11/69%	4/25%	1/6%
F. Wage Earning Home Economics	S	28/58%	7/15%	13/27%
G. Industrial Arts/Technology Education	S	425/63%	142/21%	106/16%
H. Marketing Education	S	86/86%	6/6%	8/8%
I. Trade and Industry	S	144/73%	34/17%	19/10%
J. Other (Special,Chapter1, Counselor)	A	15/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	26/63%	6/15%	9/22%
Totals:		2312/69%	552/17%	476/14%

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12) Other Quality:

Questions: 6,7,8,9,10,12,13,14,15,16,

17,19,20,21,22,23,24a,24b,24c,25,29,30,31,32

Type	Level	Yes Total/%	No Total/%	Maybe Total/%
A. Agriculture	S	512/82%	56/9%	58/9%
B. Business and Office	S	1174/76%	229/15%	139/9%
C. Consumer and Homemaking	S	919/77%	126/11%	153/13%
E. Health Occupations	S	18/78%	4/17%	1/4%
F. Wage Earning Home Economics	S	44/61%	10/14%	18/25%
G. Industrial Arts/Technology Education	S	707/70%	177/18%	124/12%
H. Marketing Education	S	132/92%	8/6%	3/2%
I. Trade and Industry	S	234/79%	36/12%	25/8%
J. Other (Special,Chapter1, Counselor)	A	20/100%	0/0%	0/0%
J. Other (Special,Chapter1, Counselor)	S	51/74%	8/12%	10/14%
Totals:		3811/76%	654/13%	531/11%

APPENDIX L

LABOR FORCE STATISTICS

12 MONTHS JANUARY 1993 TO DECEMBER 1993 (P)

93 BM

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	410815	385515	25300	6.2%
YELLOWSTONE	69618	66428	3190	4.6%
CASCADE	39316	36996	2320	5.9%
BEAVERHEAD	4522	4283	239	5.3%
BIG HORN	4002	3412	590	14.8%
BLAINE	2847	2603	244	8.6%
BROADWATER	1401	1316	86	6.1%
CARBON	3930	3686	244	6.2%
CARTER	871	836	34	4.0%
CHOTEAU	2523	2453	71	2.8%
CUSTER	6056	5763	293	4.9%
DANIELS	1111	1085	26	2.4%
DAWSON	4817	4632	185	3.9%
DEER LODGE	4162	3829	332	8.0%
FALLON	1383	1308	75	5.5%
FERGUS	5813	5427	387	6.7%
FLATHEAD	31512	28912	2600	8.2%
GALLATIN	30756	29747	1009	3.3%
GARFIELD	814	789	24	3.0%
GLACIER	4854	4229	625	12.9%
GOLDEN VALLEY	467	432	35	7.4%
GRANITE	1337	1236	101	7.6%
HILL	7670	7132	539	7.0%
JEFFERSON	5500	5291	210	3.8%
JUDITH BASIN	1284	1233	51	4.1%
LAKE	9566	8682	885	9.2%
LEWIS & CLARK	26822	25497	1326	4.9%
LIBERTY	835	805	30	3.6%
LINCOLN	8275	7098	1177	14.3%
MCCONE	1147	1106	41	3.6%
MADISON	2802	2672	131	4.7%
MEAGHER	973	914	60	6.2%
MINERAL	1184	1031	154	12.8%
MISSOULA	43019	40787	2231	5.2%
MUSSELSHELL	1692	1572	120	7.1%
PARK	6314	5868	447	7.2%
PETROLEUM	284	255	29	10.4%
PHILLIPS	2452	2337	115	4.7%
PONDERA	2811	2689	122	4.4%
POWDER RIVER	1214	1178	36	3.0%
POWELL	2896	2658	238	8.2%
PRAIRIE	687	653	34	5.1%
RAVALLI	12116	10947	1169	9.7%
RICHLAND	5281	4886	395	7.5%
ROOSEVELT	4539	4098	442	9.7%
ROSEBUD	4699	4321	377	8.1%
SANDERS	2932	2486	445	15.2%
SHERIDAN	2252	2207	45	2.1%
SILVER BOW	14132	13085	1048	7.4%
STILLWATER	2758	2624	134	4.8%
SWEET GRASS	1368	1319	49	3.6%
TETON	2717	2642	75	2.8%
TOOLE	2189	2065	123	5.7%
TREASURE	482	465	17	3.5%
VALLEY	4293	4084	209	4.9%
WHEATLAND	992	932	59	6.0%
WIBAUX	528	499	29	5.5%

MONTANA
1992 ANNUAL AVERAGES
LABOR FORCE STATISTICS

93 BM

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	412,000	384,000	28,000	6.7%
YELLOWSTONE	66,711	63,097	3,614	5.4%
CASCADE	40,085	37,627	2,458	6.1%
BEAVERHEAD	4,439	4,181	258	5.8%
BIG HORN	4,485	3,777	708	15.8%
BLAINE	2,942	2,705	237	8.1%
BROADWATER	1,475	1,368	107	7.3%
CARBON	4,014	3,796	218	5.4%
CARTER	866	845	21	2.4%
CHOUTEAU	2,667	2,577	90	3.4%
CUSTER	5,836	5,555	281	4.8%
DANIELS	1,074	1,044	30	2.8%
DAWSON	4,695	4,500	195	4.2%
DEER LODGE	4,327	3,939	388	9.0%
FALLON	1,288	1,225	63	4.9%
FERGUS	5,903	5,465	438	7.4%
FLATHEAD	32,280	29,480	2,800	8.7%
GALLATIN	29,798	28,638	1,160	3.9%
GARFIELD	793	767	26	3.3%
GLACIER	5,293	4,521	772	14.6%
GOLDEN VALLEY	484	421	63	13.0%
GRANITE	1,360	1,257	103	7.6%
HILL	7,688	7,127	561	7.3%
JEFFERSON	5,359	5,129	230	4.3%
JUDITH BASIN	1,290	1,212	78	6.0%
LAKE	10,572	9,570	1,002	9.5%
LEWIS & CLARK	26,075	24,666	1,409	5.4%
LIBERTY	815	781	34	4.2%
LINCOLN	8,471	7,343	1,128	13.3%
MCCONE	1,128	1,077	51	4.5%
MADISON	3,000	2,835	165	5.5%
MEAGHER	951	891	60	6.3%
MINERAL	1,418	1,243	175	12.3%
MISSOULA	43,351	40,827	2,524	5.8%
MUSSELSHELL	1,686	1,530	156	9.3%
PARK	6,455	5,913	542	8.4%
PETROLEUM	297	270	27	9.1%
PHILLIPS	2,617	2,467	150	5.7%
PONDERA	2,811	2,634	177	6.3%
POWDER RIVER	1,170	1,124	46	3.9%
POWELL	2,914	2,715	199	6.8%
PRAIRIE	660	621	39	5.9%
RAVALLI	12,677	11,477	1,200	9.5%
RICHLAND	5,196	4,764	432	8.3%
ROOSEVELT	4,950	4,388	562	11.4%
ROSEBUD	5,189	4,765	424	8.2%
SANDERS	3,005	2,540	465	15.5%
SHERIDAN	2,189	2,123	66	3.0%
SILVER BOW	13,528	12,323	1,205	8.9%
STILLWATER	3,171	2,978	193	6.1%
SWEET GRASS	1,445	1,389	56	3.9%
TETON	2,668	2,571	97	3.6%
TOOLE	2,109	1,995	114	5.4%
TREASURE	508	476	32	6.3%
VALLEY	4,321	4,055	266	6.2%
WHEATLAND	1,011	945	66	6.5%
WIBAUX	500	456	44	8.8%

MONTANA
1991 ANNUAL AVERAGES
LABOR FORCE STATISTICS

93 BM

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	403,000	375,000	28,000	6.9%
YELLOWSTONE	64,888	61,473	3,415	5.3%
CASCADE	39,390	37,118	2,272	5.8%
BEAVERHEAD	4,342	4,091	251	5.8%
BIG HORN	4,302	3,773	529	12.3%
BLAINE	2,922	2,667	255	8.7%
BROADWATER	1,402	1,318	84	6.0%
CARBON	3,874	3,623	251	6.5%
CARTER	822	795	27	3.3%
CHOUTEAU	2,604	2,496	108	4.1%
CUSTER	5,710	5,430	280	4.9%
DANIELS	1,056	1,023	33	3.1%
DAWSON	4,642	4,439	203	4.4%
DEER LODGE	4,237	3,838	399	9.4%
FALLON	1,282	1,221	61	4.8%
FERGUS	5,855	5,340	515	8.8%
FLATHEAD	31,553	28,604	2,949	9.3%
GALLATIN	28,784	27,658	1,126	3.9%
GARFIELD	758	740	18	2.4%
GLACIER	5,020	4,429	591	11.8%
GOLDEN VALLEY	469	404	65	13.9%
GRANITE	1,296	1,193	103	7.9%
HILL	7,574	7,009	565	7.5%
JEFFERSON	5,291	5,029	262	5.0%
JUDITH BASIN	1,242	1,181	61	4.9%
LAKE	10,250	9,308	942	9.2%
LEWIS & CLARK	25,795	24,344	1,451	5.6%
LIBERTY	752	731	21	2.8%
LINCOLN	8,649	7,326	1,323	15.3%
MCCONE	1,059	1,012	47	4.4%
MADISON	2,912	2,764	148	5.1%
MEAGHER	911	862	49	5.4%
MINERAL	1,419	1,245	174	12.3%
MISSOULA	42,372	39,615	2,757	6.5%
MUSSELSHELL	1,641	1,484	157	9.6%
PARK	6,355	5,767	588	9.3%
PETROLEUM	271	251	20	7.4%
PHILLIPS	2,603	2,478	125	4.8%
PONDERA	2,724	2,585	139	5.1%
POWDER RIVER	1,134	1,087	47	4.1%
POWELL	2,917	2,697	220	7.5%
PRAIRIE	627	600	27	4.3%
RAVALLI	12,195	10,929	1,266	10.4%
RICHLAND	5,099	4,691	408	8.0%
ROOSEVELT	4,997	4,451	546	10.9%
ROSEBUD	5,097	4,712	385	7.6%
SANDERS	2,967	2,447	520	17.5%
SHERIDAN	2,092	2,032	60	2.9%
SILVER BOW	13,486	12,268	1,218	9.0%
STILLWATER	3,166	2,916	250	7.9%
SWEET GRASS	1,399	1,329	70	5.0%
TETON	2,651	2,527	124	4.7%
TOOLE	2,048	1,930	118	5.8%
TREASURE	450	434	16	3.6%
VALLEY	4,225	3,972	253	6.0%
WHEATLAND	944	876	68	7.2%
WIBAUX	481	438	43	8.9%

MONTANA
1990 ANNUAL AVERAGES
LABOR FORCE STATISTICS

93 BM

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	402,000	379,000	23,000	5.8%
YELLOWSTONE	64,368	61,301	3,067	4.8%
CASCADE	39,194	37,220	1,974	5.0%
BEAVERHEAD	4,329	4,144	185	4.3%
BIG HORN	4,355	3,792	563	12.9%
BLAINE	3,211	2,948	263	8.2%
BROADWATER	1,374	1,292	82	6.0%
CARBON	3,819	3,655	164	4.3%
CARTER	847	823	24	2.8%
CHOUTEAU	2,586	2,504	82	3.2%
CUSTER	5,862	5,617	245	4.2%
DANIELS	1,115	1,077	38	3.4%
DAWSON	4,779	4,588	191	4.0%
DEER LODGE	4,242	3,898	344	8.1%
FALLON	1,317	1,276	41	3.1%
FERGUS	5,866	5,505	361	6.2%
FLATHEAD	31,143	28,809	2,334	7.5%
GALLATIN	27,674	26,752	922	3.3%
GARFIELD	765	745	20	2.6%
GLACIER	5,019	4,424	595	11.9%
GOLDEN VALLEY	473	454	19	4.0%
GRANITE	1,278	1,179	99	7.7%
HILL	7,676	7,216	460	6.0%
JEFFERSON	5,699	5,495	204	3.6%
JUDITH BASIN	1,306	1,253	53	4.1%
LAKE	10,530	9,674	856	8.1%
LEWIS & CLARK	25,638	24,495	1,143	4.5%
LIBERTY	785	764	21	2.7%
LINCOLN	8,759	7,756	1,003	11.5%
MCCONE	1,085	1,042	43	4.0%
MADISON	2,959	2,850	109	3.7%
MEAGHER	920	887	33	3.6%
MINERAL	1,426	1,282	144	10.1%
MISSOULA	42,123	40,055	2,068	4.9%
MUSSELSHELL	1,663	1,532	131	7.9%
PARK	6,100	5,645	455	7.5%
PETROLEUM	247	238	9	3.6%
PHILLIPS	2,796	2,672	124	4.4%
PONDERA	2,783	2,658	125	4.5%
POWDER RIVER	1,114	1,089	25	2.2%
POWELL	2,887	2,737	150	5.2%
PRAIRIE	649	617	32	4.9%
RAVALLI	11,834	10,855	979	8.3%
RICHLAND	5,076	4,766	310	6.1%
ROOSEVELT	5,080	4,581	499	9.8%
ROSEBUD	4,900	4,555	345	7.0%
SANDERS	3,016	2,634	382	12.7%
SHERIDAN	2,155	2,091	64	3.0%
SILVER BOW	13,508	12,508	1,000	7.4%
STILLWATER	3,370	3,252	118	3.5%
SWEET GRASS	1,410	1,367	43	3.0%
TETON	2,702	2,606	96	3.6%
TOOLE	2,106	2,023	83	3.9%
TREASURE	441	429	12	2.7%
VALLEY	4,206	4,010	196	4.7%
WHEATLAND	955	904	51	5.3%
WIBAUX	484	463	21	4.3%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JANUARY 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	402,899	369,794	33,105	8.2%
YELLOWSTONE	66,721	62,616	4,105	6.2%
CASCADE	39,517	36,344	3,173	8.0%
BEAVERHEAD	4,557	4,173	384	8.4%
BIG HORN	4,040	3,354	686	17.0%
BLAINE	2,851	2,537	314	11.0%
BROADWATER	1,382	1,229	153	11.1%
CARBON	3,799	3,505	294	7.7%
CARTER	753	726	27	3.6%
CHOUTEAU	2,462	2,372	90	3.7%
CUSTER	5,834	5,377	457	7.8%
DANIELS	1,014	989	25	2.5%
DAWSON	4,628	4,339	289	6.2%
DEER LODGE	4,205	3,783	422	10.0%
FALLON	1,253	1,166	87	6.9%
FERGUS	5,835	5,200	635	10.9%
FLATHEAD	31,741	28,339	3,402	10.7%
GALLATIN	29,787	28,433	1,354	4.5%
GARFIELD	728	698	30	4.1%
GLACIER	4,497	3,731	766	17.0%
GOLDEN VALLEY	457	400	57	12.5%
GRANITE	1,297	1,163	134	10.3%
HILL	7,465	6,798	667	8.9%
JEFFERSON	5,276	4,947	329	6.2%
JUDITH BASIN	1,109	1,024	85	7.7%
LAKE	10,046	8,795	1,251	12.5%
LEWIS & CLARK	26,036	24,445	1,591	6.1%
LIBERTY	753	726	27	3.6%
LINCOLN	8,190	7,024	1,166	14.2%
MCCONE	1,080	998	82	7.6%
MADISON	2,757	2,529	228	8.3%
MEAGHER	964	858	106	11.0%
MINERAL	1,334	1,103	231	17.3%
MISSOULA	43,042	39,926	3,116	7.2%
MUSSELSHELL	1,608	1,441	167	10.4%
PARK	6,001	5,367	634	10.6%
PETROLEUM	286	250	36	12.6%
PHILLIPS	2,407	2,230	177	7.4%
PONDERA	2,670	2,503	167	6.3%
POWDER RIVER	1,048	999	49	4.7%
POWELL	2,805	2,573	232	8.3%
PRAIRIE	619	561	58	9.4%
RAVALLI	12,077	10,487	1,590	13.2%
RICHLAND	5,054	4,650	404	8.0%
ROOSEVELT	4,606	4,130	476	10.3%
ROSEBUD	5,029	4,632	397	7.9%
SANDERS	2,978	2,374	604	20.3%
SHERIDAN	2,024	1,958	66	3.3%
SILVER BOW	13,417	12,155	1,262	9.4%
STILLWATER	2,947	2,710	237	8.0%
SWEET GRASS	1,365	1,278	87	6.4%
TETON	2,524	2,413	111	4.4%
TOOLE	2,015	1,848	167	8.3%
TREASURE	485	460	25	5.2%
VALLEY	4,076	3,788	288	7.1%
WHEATLAND	974	895	79	8.1%
WIBAUX	471	443	28	5.9%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
FEBRUARY 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	402,086	369,596	32,490	8.1%
YELLOWSTONE	67,005	63,011	3,994	6.0%
CASCADE	39,134	36,228	2,906	7.4%
BEAVERHEAD	4,445	4,039	406	9.1%
BIG HORN	3,897	3,154	743	19.1%
BLAINE	2,835	2,535	300	10.6%
BROADWATER	1,346	1,219	127	9.4%
CARBON	3,794	3,494	300	7.9%
CARTER	749	717	32	4.3%
CHOUTEAU	2,450	2,373	77	3.1%
CUSTER	5,842	5,416	426	7.3%
DANIELS	1,012	985	27	2.7%
DAWSON	4,620	4,363	257	5.6%
DEER LODGE	4,166	3,728	438	10.5%
FALLON	1,261	1,159	102	8.1%
FERGUS	5,783	5,178	605	10.5%
FLATHEAD	31,806	28,429	3,377	10.6%
GALLATIN	29,779	28,532	1,247	4.2%
GARFIELD	727	695	32	4.4%
GLACIER	4,506	3,746	760	16.9%
GOLDEN VALLEY	456	397	59	12.9%
GRANITE	1,275	1,121	154	12.1%
HILL	7,424	6,775	649	8.7%
JEFFERSON	5,276	5,028	248	4.7%
JUDITH BASIN	1,104	1,024	80	7.2%
LAKE	10,023	8,838	1,185	11.8%
LEWIS & CLARK	26,014	24,315	1,699	6.5%
LIBERTY	750	721	29	3.9%
LINCOLN	8,069	6,842	1,227	15.2%
MCCONE	1,078	1,013	65	6.0%
MADISON	2,756	2,565	191	6.9%
MEAGHER	958	886	72	7.5%
MINERAL	1,320	1,089	231	17.5%
MISSOULA	42,992	40,056	2,936	6.8%
MUSSELSHELL	1,603	1,440	163	10.2%
PARK	5,940	5,385	555	9.3%
PETROLEUM	280	243	37	13.2%
PHILLIPS	2,403	2,255	148	6.2%
PONDERA	2,665	2,511	154	5.8%
POWDER RIVER	1,021	971	50	4.9%
POWELL	2,903	2,543	360	12.4%
PRAIRIE	604	540	64	10.6%
RAVALLI	12,015	10,499	1,516	12.6%
RICHLAND	5,014	4,511	503	10.0%
ROOSEVELT	4,614	4,098	516	11.2%
ROSEBUD	5,025	4,621	404	8.0%
SANDERS	2,980	2,376	604	20.3%
SHERIDAN	2,022	1,945	77	3.8%
SILVER BOW	13,497	12,154	1,343	10.0%
STILLWATER	2,951	2,736	215	7.3%
SWEET GRASS	1,360	1,288	72	5.3%
TETON	2,520	2,419	101	4.0%
TOOLE	2,022	1,868	154	7.6%
TREASURE	481	454	27	5.6%
VALLEY	4,068	3,728	340	8.4%
WHEATLAND	973	903	70	7.2%
WIBAUX	470	435	35	7.4%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
MARCH 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	404,427	374,959	29,468	7.3%
YELLOWSTONE	67,326	63,718	3,608	5.4%
CASCADE	39,234	36,590	2,644	6.7%
BEAVERHEAD	4,420	4,133	287	6.5%
BIG HORN	3,899	3,176	723	18.5%
BLAINE	2,850	2,578	272	9.5%
BROADWATER	1,407	1,284	123	8.7%
CARBON	3,894	3,648	246	6.3%
CARTER	813	772	41	5.0%
CHOUTEAU	2,533	2,465	68	2.7%
CUSTER	5,863	5,506	357	6.1%
DANIELS	1,061	1,031	30	2.8%
DAWSON	4,712	4,488	224	4.8%
DEER LODGE	4,107	3,794	313	7.6%
FALLON	1,306	1,184	122	9.3%
FERGUS	5,803	5,279	524	9.0%
FLATHEAD	31,962	28,915	3,047	9.5%
GALLATIN	29,272	28,116	1,156	3.9%
GARFIELD	762	737	25	3.3%
GLACIER	4,523	3,858	665	14.7%
GOLDEN VALLEY	448	413	35	7.8%
GRANITE	1,263	1,151	112	8.9%
HILL	7,572	6,852	720	9.5%
JEFFERSON	5,409	5,177	232	4.3%
JUDITH BASIN	1,167	1,102	65	5.6%
LAKE	10,036	8,981	1,055	10.5%
LEWIS & CLARK	26,064	24,673	1,391	5.3%
LIBERTY	780	745	35	4.5%
LINCOLN	8,110	6,749	1,361	16.8%
MCCONE	1,106	1,040	66	6.0%
MADISON	2,848	2,679	169	5.9%
MEAGHER	997	918	79	7.9%
MINERAL	1,328	1,105	223	16.8%
MISSOULA	43,162	40,475	2,687	6.2%
MUSSELSHELL	1,649	1,497	152	9.2%
PARK	5,999	5,429	570	9.5%
PETROLEUM	291	253	38	13.1%
PHILLIPS	2,442	2,294	148	6.1%
PONDERA	2,727	2,574	153	5.6%
POWDER RIVER	1,072	1,028	44	4.1%
POWELL	2,828	2,632	196	6.9%
PRAIRIE	613	566	47	7.7%
RAVALLI	12,052	10,675	1,377	11.4%
RICHLAND	5,176	4,628	548	10.6%
ROOSEVELT	4,673	4,221	452	9.7%
ROSEBUD	5,059	4,677	382	7.6%
SANDERS	2,999	2,431	568	18.9%
SHERIDAN	2,118	2,056	62	2.9%
SILVER BOW	13,457	12,308	1,149	8.5%
STILLWATER	2,984	2,815	169	5.7%
SWEET GRASS	1,416	1,342	74	5.2%
TETON	2,667	2,577	90	3.4%
TOOLE	2,092	1,931	161	7.7%
TREASURE	493	472	21	4.3%
VALLEY	4,080	3,831	249	6.1%
WHEATLAND	1,016	940	76	7.5%
WIBAUX	489	450	39	8.0%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
APRIL 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	402,599	378,268	24,331	6.0%
YELLOWSTONE	67,001	64,392	2,609	3.9%
CASCADE	38,932	36,753	2,179	5.6%
BEAVERHEAD	4,418	4,217	201	4.5%
BIG HORN	3,825	3,298	527	13.8%
BLAINE	2,815	2,591	224	8.0%
BROADWATER	1,389	1,313	76	5.5%
CARBON	3,885	3,668	217	5.6%
CARTER	821	796	25	3.0%
CHOUTEAU	2,524	2,464	60	2.4%
CUSTER	5,859	5,591	268	4.6%
DANIELS	1,065	1,026	39	3.7%
DAWSON	4,693	4,525	168	3.6%
DEER LODGE	4,086	3,799	287	7.0%
FALLON	1,298	1,237	61	4.7%
FERGUS	5,729	5,370	359	6.3%
FLATHEAD	31,915	29,037	2,878	9.0%
GALLATIN	29,231	27,999	1,232	4.2%
GARFIELD	760	742	18	2.4%
GLACIER	4,508	3,948	560	12.4%
GOLDEN VALLEY	444	414	30	6.8%
GRANITE	1,260	1,125	135	10.7%
HILL	7,474	6,992	482	6.4%
JEFFERSON	5,389	5,206	183	3.4%
JUDITH BASIN	1,164	1,113	51	4.4%
LAKE	9,983	9,122	861	8.6%
LEWIS & CLARK	26,018	24,816	1,202	4.6%
LIBERTY	785	748	37	4.7%
LINCOLN	8,075	6,756	1,319	16.3%
MCCONE	1,102	1,068	34	3.1%
MADISON	2,832	2,703	129	4.6%
MEAGHER	977	925	52	5.3%
MINERAL	1,306	1,114	192	14.7%
MISSOULA	43,032	40,932	2,100	4.9%
MUSSELSHELL	1,637	1,534	103	6.3%
PARK	5,950	5,465	485	8.2%
PETROLEUM	287	263	24	8.4%
PHILLIPS	2,430	2,312	118	4.9%
PONDERA	2,722	2,608	114	4.2%
POWDER RIVER	1,074	1,037	37	3.4%
POWELL	2,839	2,538	301	10.6%
PRAIRIE	615	593	22	3.6%
RAVALLI	12,008	10,920	1,088	9.1%
RICHLAND	5,124	4,674	450	8.8%
ROOSEVELT	4,626	4,229	397	8.6%
ROSEBUD	4,972	4,715	257	5.2%
SANDERS	2,974	2,546	428	14.4%
SHERIDAN	2,123	2,059	64	3.0%
SILVER BOW	13,417	12,431	986	7.3%
STILLWATER	2,978	2,836	142	4.8%
SWEET GRASS	1,418	1,364	54	3.8%
TETON	2,669	2,606	63	2.4%
TOOLE	2,084	1,975	109	5.2%
TREASURE	488	478	10	2.0%
VALLEY	4,060	3,868	192	4.7%
WHEATLAND	1,014	962	52	5.1%
WIBAUX	493	454	39	7.9%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
MAY 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	407,893	384,716	23,177	5.7%
YELLOWSTONE	68,239	65,390	2,849	4.2%
CASCADE	39,671	37,460	2,211	5.6%
BEAVERHEAD	4,472	4,301	171	3.8%
BIG HORN	3,826	3,372	454	11.9%
BLAINE	2,886	2,666	220	7.6%
BROADWATER	1,427	1,358	69	4.8%
CARBON	3,877	3,621	256	6.6%
CARTER	869	848	21	2.4%
CHOUTEAU	2,591	2,534	57	2.2%
CUSTER	5,998	5,717	281	4.7%
DANIELS	1,096	1,072	24	2.2%
DAWSON	4,794	4,619	175	3.7%
DEER LODGE	4,008	3,776	232	5.8%
FALLON	1,333	1,251	82	6.2%
FERGUS	5,745	5,432	313	5.4%
FLATHEAD	32,161	29,521	2,640	8.2%
GALLATIN	29,472	28,514	958	3.3%
GARFIELD	802	784	18	2.2%
GLACIER	4,685	4,112	573	12.2%
GOLDEN VALLEY	462	438	24	5.2%
GRANITE	1,281	1,142	139	10.9%
HILL	7,507	7,062	445	5.9%
JEFFERSON	5,469	5,293	176	3.2%
JUDITH BASIN	1,259	1,228	31	2.5%
LAKE	10,109	9,344	765	7.6%
LEWIS & CLARK	26,385	25,171	1,214	4.6%
LIBERTY	798	767	31	3.9%
LINCOLN	7,719	6,448	1,271	16.5%
MCCONE	1,131	1,105	26	2.3%
MADISON	2,908	2,800	108	3.7%
MEAGHER	1,012	973	39	3.9%
MINERAL	1,320	1,180	140	10.6%
MISSOULA	43,450	41,534	1,916	4.4%
MUSSELSHELL	1,665	1,569	96	5.8%
PARK	6,031	5,685	346	5.7%
PETROLEUM	307	283	24	7.8%
PHILLIPS	2,519	2,408	111	4.4%
PONDERA	2,796	2,690	106	3.8%
POWDER RIVER	1,119	1,083	36	3.2%
POWELL	2,883	2,562	321	11.1%
PRAIRIE	640	620	20	3.1%
RAVALLI	12,106	11,073	1,033	8.5%
RICHLAND	5,182	4,748	434	8.4%
ROOSEVELT	4,600	4,246	354	7.7%
ROSEBUD	4,919	4,630	289	5.9%
SANDERS	3,047	2,644	403	13.2%
SHERIDAN	2,170	2,136	34	1.6%
SILVER BOW	13,532	12,525	1,007	7.4%
STILLWATER	3,053	2,898	155	5.1%
SWEET GRASS	1,473	1,439	34	2.3%
TETON	2,762	2,708	54	2.0%
TOOLE	2,158	2,050	108	5.0%
TREASURE	504	493	11	2.2%
VALLEY	4,102	3,927	175	4.3%
WHEATLAND	1,067	998	69	6.5%
WIBAUX	497	468	29	5.8%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JUNE 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	418,046	393,297	24,749	5.9%
YELLOWSTONE	70,963	67,626	3,337	4.7%
CASCADE	39,272	36,968	2,304	5.9%
BEAVERHEAD	4,564	4,369	195	4.3%
BIG HORN	3,968	3,278	690	17.4%
BLAINE	2,847	2,591	256	9.0%
BROADWATER	1,450	1,371	79	5.4%
CARBON	4,112	3,847	265	6.4%
CARTER	936	899	37	4.0%
CHOUTEAU	2,616	2,548	68	2.6%
CUSTER	6,249	5,977	272	4.4%
DANIELS	1,143	1,113	30	2.6%
DAWSON	4,895	4,705	190	3.9%
DEER LODGE	4,168	3,883	285	6.8%
FALLON	1,490	1,402	88	5.9%
FERGUS	5,999	5,667	332	5.5%
FLATHEAD	31,614	29,317	2,297	7.3%
GALLATIN	31,380	30,500	880	2.8%
GARFIELD	879	858	21	2.4%
GLACIER	5,472	4,759	713	13.0%
GOLDEN VALLEY	454	429	25	5.5%
GRANITE	1,437	1,325	112	7.8%
HILL	7,896	7,339	557	7.1%
JEFFERSON	5,489	5,324	165	3.0%
JUDITH BASIN	1,838	1,791	47	2.6%
LAKE	10,086	9,204	882	8.7%
LEWIS & CLARK	27,120	25,812	1,308	4.8%
LIBERTY	902	860	42	4.7%
LINCOLN	8,745	7,584	1,161	13.3%
MCCONE	1,261	1,235	26	2.1%
MADISON	3,148	3,032	116	3.7%
MEAGHER	991	933	58	5.9%
MINERAL	1,197	1,065	132	11.0%
MISSOULA	42,588	40,644	1,944	4.6%
MUSSELSHELL	1,797	1,667	130	7.2%
PARK	6,832	6,463	369	5.4%
PETROLEUM	321	289	32	10.0%
PHILLIPS	2,489	2,392	97	3.9%
PONDERA	3,031	2,880	151	5.0%
POWDER RIVER	1,367	1,327	40	2.9%
POWELL	2,807	2,593	214	7.6%
PRAIRIE	746	723	23	3.1%
RAVALLI	11,911	10,799	1,112	9.3%
RICHLAND	5,386	4,947	439	8.2%
ROOSEVELT	4,576	3,960	616	13.5%
ROSEBUD	4,392	3,870	522	11.9%
SANDERS	2,961	2,571	390	13.2%
SHERIDAN	2,368	2,333	35	1.5%
SILVER BOW	14,222	13,207	1,015	7.1%
STILLWATER	2,589	2,468	121	4.7%
SWEET GRASS	1,398	1,359	39	2.8%
TETON	2,864	2,804	60	2.1%
TOOLE	2,193	2,072	121	5.5%
TREASURE	528	509	19	3.6%
VALLEY	4,601	4,390	211	4.6%
WHEATLAND	995	937	58	5.8%
WIBAUX	505	484	21	4.2%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JULY 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	424,091	401,201	22,890	5.4%
YELLOWSTONE	72,511	69,388	3,123	4.3%
CASCADE	40,428	38,141	2,287	5.7%
BEAVERHEAD	4,688	4,503	185	3.9%
BIG HORN	4,137	3,554	583	14.1%
BLAINE	2,819	2,581	238	8.4%
BROADWATER	1,448	1,371	77	5.3%
CARBON	4,126	3,912	214	5.2%
CARTER	1,012	981	31	3.1%
CHOUTEAU	2,600	2,541	59	2.3%
CUSTER	6,339	6,086	253	4.0%
DANIELS	1,237	1,214	23	1.9%
DAWSON	5,065	4,848	217	4.3%
DEER LODGE	4,350	4,023	327	7.5%
FALLON	1,521	1,444	77	5.1%
FERGUS	5,954	5,671	283	4.8%
FLATHEAD	31,171	28,947	2,224	7.1%
GALLATIN	33,433	32,652	781	2.3%
GARFIELD	903	880	23	2.5%
GLACIER	5,333	4,747	586	11.0%
GOLDEN VALLEY	507	474	33	6.5%
GRANITE	1,370	1,288	82	6.0%
HILL	7,776	7,270	506	6.5%
JEFFERSON	5,693	5,539	154	2.7%
JUDITH BASIN	1,294	1,247	47	3.6%
LAKE	9,087	8,355	732	8.1%
LEWIS & CLARK	28,095	26,875	1,220	4.3%
LIBERTY	903	875	28	3.1%
LINCOLN	8,580	7,464	1,116	13.0%
MCCONE	1,196	1,160	36	3.0%
MADISON	2,839	2,762	77	2.7%
MEAGHER	1,043	1,001	42	4.0%
MINERAL	1,077	963	114	10.6%
MISSOULA	43,425	41,695	1,730	4.0%
MUSSELSHELL	1,747	1,629	118	6.8%
PARK	6,862	6,575	287	4.2%
PETROLEUM	289	265	24	8.3%
PHILLIPS	2,544	2,443	101	4.0%
PONDERA	2,838	2,730	108	3.8%
POWDER RIVER	1,368	1,339	29	2.1%
POWELL	2,999	2,813	186	6.2%
PRAIRIE	769	745	24	3.1%
RAVALLI	12,408	11,379	1,029	8.3%
RICHLAND	5,556	5,125	431	7.8%
ROOSEVELT	4,381	3,893	488	11.1%
ROSEBUD	4,583	4,083	500	10.9%
SANDERS	2,748	2,402	346	12.6%
SHERIDAN	2,429	2,393	36	1.5%
SILVER BOW	14,804	13,736	1,068	7.2%
STILLWATER	2,555	2,447	108	4.2%
SWEET GRASS	1,380	1,326	54	3.9%
TETON	2,866	2,819	47	1.6%
TOOLE	2,365	2,254	111	4.7%
TREASURE	456	436	20	4.4%
VALLEY	4,645	4,447	198	4.3%
WHEATLAND	955	908	47	4.9%
WIBAUX	581	558	23	4.0%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
AUGUST 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	420,212	396,089	24,123	5.7%
YELLOWSTONE	71,637	68,276	3,361	4.7%
CASCADE	40,013	37,794	2,219	5.5%
BEAVERHEAD	4,605	4,385	220	4.8%
BIG HORN	4,243	3,619	624	14.7%
BLAINE	2,853	2,600	253	8.9%
BROADWATER	1,478	1,414	64	4.3%
CARBON	4,115	3,879	236	5.7%
CARTER	976	947	29	3.0%
CHOUTEAU	2,539	2,486	53	2.1%
CUSTER	6,227	5,964	263	4.2%
DANIELS	1,118	1,097	21	1.9%
DAWSON	4,953	4,778	175	3.5%
DEER LODGE	4,278	3,919	359	8.4%
FALLON	1,467	1,393	74	5.0%
FERGUS	5,803	5,501	302	5.2%
FLATHEAD	31,583	29,388	2,195	6.9%
GALLATIN	32,040	31,235	805	2.5%
GARFIELD	853	826	27	3.2%
GLACIER	5,417	4,733	684	12.6%
GOLDEN VALLEY	488	457	31	6.4%
GRANITE	1,370	1,294	76	5.5%
HILL	7,752	7,208	544	7.0%
JEFFERSON	5,589	5,367	222	4.0%
JUDITH BASIN	1,259	1,216	43	3.4%
LAKE	9,124	8,317	807	8.8%
LEWIS & CLARK	28,095	26,715	1,380	4.9%
LIBERTY	887	860	27	3.0%
LINCOLN	8,574	7,595	979	11.4%
MCCONE	1,141	1,106	35	3.1%
MADISON	2,820	2,734	86	3.0%
MEAGHER	983	936	47	4.8%
MINERAL	1,089	966	123	11.3%
MISSOULA	43,862	41,704	2,158	4.9%
MUSSELSHELL	1,685	1,589	96	5.7%
PARK	6,809	6,487	322	4.7%
PETROLEUM	284	259	25	8.8%
PHILLIPS	2,487	2,390	97	3.9%
PONDERA	2,818	2,689	129	4.6%
POWDER RIVER	1,325	1,294	31	2.3%
POWELL	2,971	2,768	203	6.8%
PRAIRIE	736	713	23	3.1%
RAVALLI	12,151	11,040	1,111	9.1%
RICHLAND	5,331	4,916	415	7.8%
ROOSEVELT	4,447	3,965	482	10.8%
ROSEBUD	4,477	3,951	526	11.7%
SANDERS	2,816	2,455	361	12.8%
SHERIDAN	2,353	2,308	45	1.9%
SILVER BOW	14,764	13,633	1,131	7.7%
STILLWATER	2,529	2,441	88	3.5%
SWEET GRASS	1,368	1,325	43	3.1%
TETON	2,737	2,679	58	2.1%
TOOLE	2,294	2,169	125	5.4%
TREASURE	459	441	18	3.9%
VALLEY	4,588	4,397	191	4.2%
WHEATLAND	992	943	49	4.9%
WIBAUX	556	527	29	5.2%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
SEPTEMBER 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	411,946	391,446	20,500	5.0%
YELLOWSTONE	69,939	67,114	2,825	4.0%
CASCADE	38,888	36,926	1,962	5.0%
BEAVERHEAD	4,666	4,493	173	3.7%
BIG HORN	4,048	3,582	466	11.5%
BLAINE	2,871	2,674	197	6.9%
BROADWATER	1,372	1,319	53	3.9%
CARBON	4,187	3,985	202	4.8%
CARTER	933	877	56	6.0%
CHOUTEAU	2,552	2,485	67	2.6%
CUSTER	6,077	5,857	220	3.6%
DANIELS	1,174	1,158	16	1.4%
DAWSON	4,803	4,672	131	2.7%
DEER LODGE	4,109	3,798	311	7.6%
FALLON	1,403	1,348	55	3.9%
FERGUS	5,861	5,530	331	5.6%
FLATHEAD	31,484	29,363	2,121	6.7%
GALLATIN	30,660	30,023	637	2.1%
GARFIELD	862	840	22	2.6%
GLACIER	5,310	4,778	532	10.0%
GOLDEN VALLEY	481	452	29	6.0%
GRANITE	1,382	1,324	58	4.2%
HILL	7,663	7,253	410	5.4%
JEFFERSON	5,560	5,343	217	3.9%
JUDITH BASIN	1,236	1,214	22	1.8%
LAKE	9,130	8,420	710	7.8%
LEWIS & CLARK	26,966	25,763	1,203	4.5%
LIBERTY	884	857	27	3.1%
LINCOLN	8,368	7,525	843	10.1%
MCCONE	1,155	1,124	31	2.7%
MADISON	2,814	2,730	84	3.0%
MEAGHER	955	911	44	4.6%
MINERAL	1,014	928	86	8.5%
MISSOULA	42,603	40,755	1,848	4.3%
MUSSELSHELL	1,735	1,626	109	6.3%
PARK	6,592	6,290	302	4.6%
PETROLEUM	285	261	24	8.4%
PHILLIPS	2,456	2,361	95	3.9%
PONDERA	2,867	2,787	80	2.8%
POWDER RIVER	1,366	1,335	31	2.3%
POWELL	2,954	2,774	180	6.1%
PRAIRIE	766	737	29	3.8%
RAVALLI	12,058	11,086	972	8.1%
RICHLAND	5,350	5,039	311	5.8%
ROOSEVELT	4,530	4,171	359	7.9%
ROSEBUD	4,444	4,135	309	7.0%
SANDERS	2,910	2,590	320	11.0%
SHERIDAN	2,347	2,318	29	1.2%
SILVER BOW	14,484	13,608	876	6.0%
STILLWATER	2,590	2,504	86	3.3%
SWEET GRASS	1,346	1,310	36	2.7%
TETON	2,839	2,786	53	1.9%
TOOLE	2,287	2,192	95	4.2%
TREASURE	488	475	13	2.7%
VALLEY	4,268	4,131	137	3.2%
WHEATLAND	1,007	958	49	4.9%
WIBAUX	569	551	18	3.2%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
OCTOBER 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	414,077	391,785	22,292	5.4%
YELLOWSTONE	71,906	69,108	2,798	3.9%
CASCADE	38,676	36,678	1,998	5.2%
BEAVERHEAD	4,633	4,423	210	4.5%
BIG HORN	4,105	3,583	522	12.7%
BLAINE	2,923	2,692	231	7.9%
BROADWATER	1,405	1,335	70	5.0%
CARBON	3,919	3,648	271	6.9%
CARTER	909	862	47	5.2%
CHOUTEAU	2,535	2,458	77	3.0%
CUSTER	6,191	5,983	208	3.4%
DANIELS	1,139	1,120	19	1.7%
DAWSON	4,948	4,812	136	2.7%
DEER LODGE	4,113	3,809	304	7.4%
FALLON	1,442	1,398	44	3.1%
FERGUS	5,726	5,436	290	5.1%
FLATHEAD	30,091	27,842	2,249	7.5%
GALLATIN	31,571	30,612	959	3.0%
GARFIELD	853	832	21	2.5%
GLACIER	4,785	4,196	589	12.3%
GOLDEN VALLEY	455	418	37	8.1%
GRANITE	1,362	1,304	58	4.3%
HILL	7,933	7,414	519	6.5%
JEFFERSON	5,705	5,499	206	3.6%
JUDITH BASIN	1,291	1,263	28	2.2%
LAKE	9,195	8,397	798	8.7%
LEWIS & CLARK	27,490	26,126	1,364	5.0%
LIBERTY	876	852	24	2.7%
LINCOLN	8,406	7,444	962	11.4%
MCCONE	1,173	1,145	28	2.4%
MADISON	2,682	2,555	127	4.7%
MEAGHER	955	904	51	5.3%
MINERAL	1,083	1,001	82	7.6%
MISSOULA	42,005	40,101	1,904	4.5%
MUSSELSHELL	1,712	1,618	94	5.5%
PARK	6,458	5,965	493	7.6%
PETROLEUM	252	228	24	9.5%
PHILLIPS	2,457	2,377	80	3.3%
PONDERA	2,926	2,828	98	3.3%
POWDER RIVER	1,319	1,289	30	2.3%
POWELL	2,942	2,720	222	7.5%
PRAIRIE	722	694	28	3.9%
RAVALLI	12,383	11,328	1,055	8.5%
RICHLAND	5,484	5,238	246	4.5%
ROOSEVELT	4,553	4,157	396	8.7%
ROSEBUD	4,677	4,303	374	8.0%
SANDERS	2,989	2,568	421	14.1%
SHERIDAN	2,395	2,360	35	1.5%
SILVER BOW	14,863	13,918	945	6.4%
STILLWATER	2,685	2,585	100	3.7%
SWEET GRASS	1,326	1,300	26	2.0%
TETON	2,788	2,725	63	2.3%
TOOLE	2,295	2,178	117	5.1%
TREASURE	474	462	12	2.5%
VALLEY	4,358	4,224	134	3.1%
WHEATLAND	969	924	45	4.6%
WIBAUX	570	546	24	4.2%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
NOVEMBER 1993 (R)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	413,678	389,732	23,946	5.8%
YELLOWSTONE	71,958	69,121	2,837	3.9%
CASCADE	39,262	37,096	2,166	5.5%
BEAVERHEAD	4,449	4,243	206	4.6%
BIG HORN	3,991	3,497	494	12.4%
BLAINE	2,813	2,596	217	7.7%
BROADWATER	1,371	1,312	59	4.3%
CARBON	3,709	3,485	224	6.0%
CARTER	862	828	34	3.9%
CHOUTEAU	2,460	2,364	96	3.9%
CUSTER	6,095	5,871	224	3.7%
DANIELS	1,164	1,135	29	2.5%
DAWSON	4,869	4,735	134	2.8%
DEER LODGE	4,240	3,852	388	9.2%
FALLON	1,434	1,369	65	4.5%
FERGUS	5,814	5,510	304	5.2%
FLATHEAD	30,971	28,496	2,475	8.0%
GALLATIN	31,280	30,086	1,194	3.8%
GARFIELD	801	789	12	1.5%
GLACIER	4,798	4,227	571	11.9%
GOLDEN VALLEY	464	436	28	6.0%
GRANITE	1,384	1,311	73	5.3%
HILL	7,784	7,317	467	6.0%
JEFFERSON	5,685	5,465	220	3.9%
JUDITH BASIN	1,429	1,347	82	5.7%
LAKE	9,073	8,292	781	8.6%
LEWIS & CLARK	27,137	25,920	1,217	4.5%
LIBERTY	867	839	28	3.2%
LINCOLN	8,467	7,011	1,456	17.2%
MCCONE	1,211	1,183	28	2.3%
MADISON	2,576	2,450	126	4.9%
MEAGHER	910	851	59	6.5%
MINERAL	1,075	940	135	12.6%
MISSOULA	42,983	40,677	2,306	5.4%
MUSSELSHELL	1,725	1,633	92	5.3%
PARK	6,254	5,711	543	8.7%
PETROLEUM	249	221	28	11.2%
PHILLIPS	2,469	2,354	115	4.7%
PONDERA	2,840	2,741	99	3.5%
POWDER RIVER	1,287	1,262	25	1.9%
POWELL	2,922	2,691	231	7.9%
PRAIRIE	698	664	34	4.9%
RAVALLI	12,291	11,186	1,105	9.0%
RICHLAND	5,439	5,136	303	5.6%
ROOSEVELT	4,429	4,077	352	7.9%
ROSEBUD	4,462	4,172	290	6.5%
SANDERS	2,906	2,474	432	14.9%
SHERIDAN	2,393	2,370	23	1.0%
SILVER BOW	14,699	13,774	925	6.3%
STILLWATER	2,629	2,548	81	3.1%
SWEET GRASS	1,288	1,254	34	2.6%
TETON	2,720	2,618	102	3.8%
TOOLE	2,218	2,122	96	4.3%
TREASURE	456	444	12	2.6%
VALLEY	4,377	4,186	191	4.4%
WHEATLAND	951	897	54	5.7%
WIBAUX	586	547	39	6.7%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM

DECEMBER 1993 (P)

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	407,824	385,298	22,526	5.5%
YELLOWSTONE	70,207	67,370	2,837	4.0%
CASCADE	38,766	36,971	1,795	4.6%
BEAVERHEAD	4,344	4,112	232	5.3%
BIG HORN	4,042	3,475	567	14.0%
BLAINE	2,800	2,600	200	7.1%
BROADWATER	1,342	1,266	76	5.7%
CARBON	3,739	3,536	203	5.4%
CARTER	817	784	33	4.0%
CHOUTEAU	2,415	2,341	74	3.1%
CUSTER	6,097	5,809	288	4.7%
DANIELS	1,103	1,076	27	2.4%
DAWSON	4,828	4,699	129	2.7%
DEER LODGE	4,108	3,785	323	7.9%
FALLON	1,383	1,342	41	3.0%
FERGUS	5,709	5,348	361	6.3%
FLATHEAD	31,641	29,350	2,291	7.2%
GALLATIN	31,166	30,259	907	2.9%
GARFIELD	833	789	44	5.3%
GLACIER	4,416	3,917	499	11.3%
GOLDEN VALLEY	486	459	27	5.6%
GRANITE	1,362	1,286	76	5.6%
HILL	7,797	7,300	497	6.4%
JEFFERSON	5,465	5,298	167	3.1%
JUDITH BASIN	1,256	1,225	31	2.5%
LAKE	8,904	8,117	787	8.8%
LEWIS & CLARK	26,449	25,327	1,122	4.2%
LIBERTY	839	812	27	3.2%
LINCOLN	7,991	6,728	1,263	15.8%
MCCONE	1,127	1,098	29	2.6%
MADISON	2,646	2,519	127	4.8%
MEAGHER	936	870	66	7.1%
MINERAL	1,070	913	157	14.7%
MISSOULA	43,078	40,946	2,132	4.9%
MUSSELSHELL	1,742	1,623	119	6.8%
PARK	6,045	5,591	454	7.5%
PETROLEUM	279	242	37	13.3%
PHILLIPS	2,322	2,230	92	4.0%
PONDERA	2,836	2,730	106	3.7%
POWDER RIVER	1,199	1,174	25	2.1%
POWELL	2,899	2,688	211	7.3%
PRAIRIE	714	678	36	5.0%
RAVALLI	11,927	10,886	1,041	8.7%
RICHLAND	5,276	5,020	256	4.9%
ROOSEVELT	4,436	4,023	413	9.3%
ROSEBUD	4,344	4,065	279	6.4%
SANDERS	2,872	2,406	466	16.2%
SHERIDAN	2,277	2,242	35	1.5%
SILVER BOW	14,428	13,565	863	6.0%
STILLWATER	2,611	2,505	106	4.1%
SWEET GRASS	1,276	1,241	35	2.7%
TETON	2,648	2,550	98	3.7%
TOOLE	2,241	2,126	115	5.1%
TREASURE	470	453	17	3.6%
VALLEY	4,293	4,089	204	4.8%
WHEATLAND	985	923	62	6.3%
WIBAUX	544	523	21	3.9%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JANUARY 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	410,358	372,963	37,395	9.1%
YELLOWSTONE	66,831	62,354	4,477	6.7%
CASCADE	39,667	36,569	3,098	7.8%
BEAVERHEAD	4,265	3,911	354	8.3%
BIG HORN	4,513	3,621	892	19.8%
BLAINE	2,894	2,610	284	9.8%
BROADWATER	1,403	1,242	161	11.5%
CARBON	4,045	3,765	280	6.9%
CARTER	775	752	23	3.0%
CHOUTEAU	2,535	2,389	146	5.8%
CUSTER	5,798	5,355	443	7.6%
DANIELS	1,007	966	41	4.1%
DAWSON	4,679	4,380	299	6.4%
DEER LODGE	4,420	3,926	494	11.2%
FALLON	1,252	1,159	93	7.4%
FERGUS	5,894	5,183	711	12.1%
FLATHEAD	32,403	28,583	3,820	11.8%
GALLATIN	29,649	28,306	1,343	4.5%
GARFIELD	716	689	27	3.8%
GLACIER	4,791	3,942	849	17.7%
GOLDEN VALLEY	460	378	82	17.8%
GRANITE	1,369	1,229	140	10.2%
HILL	7,563	6,867	696	9.2%
JEFFERSON	5,369	4,998	371	6.9%
JUDITH BASIN	1,120	998	122	10.9%
LAKE	10,532	9,208	1,324	12.6%
LEWIS & CLARK	26,731	24,735	1,996	7.5%
LIBERTY	774	739	35	4.5%
LINCOLN	8,368	6,933	1,435	17.1%
MCCONE	1,097	988	109	9.9%
MADISON	2,818	2,507	311	11.0%
MEAGHER	979	845	134	13.7%
MINERAL	1,319	1,088	231	17.5%
MISSOULA	44,311	40,678	3,633	8.2%
MUSSELSHELL	1,692	1,463	229	13.5%
PARK	6,186	5,344	842	13.6%
PETROLEUM	262	239	23	8.8%
PHILLIPS	2,492	2,303	189	7.6%
PONDERA	2,745	2,488	257	9.4%
POWDER RIVER	1,023	974	49	4.8%
POWELL	2,817	2,593	224	8.0%
PRAIRIE	623	559	64	10.3%
RAVALLI	12,771	10,887	1,884	14.8%
RICHLAND	5,052	4,615	437	8.7%
ROOSEVELT	4,874	4,266	608	12.5%
ROSEBUD	5,213	4,725	488	9.4%
SANDERS	3,047	2,394	653	21.4%
SHEPHERD	2,116	2,038	78	3.7%
SILVER BOW	13,839	12,220	1,619	11.7%
STILLWATER	3,224	2,894	330	10.2%
SWEET GRASS	1,340	1,256	84	6.3%
TETON	2,541	2,356	185	7.3%
TOOLE	2,056	1,869	187	9.1%
TREASURE	524	473	51	9.7%
VALLEY	4,138	3,806	332	8.0%
WHEATLAND	946	886	60	6.3%
WIBAUX	488	420	68	13.9%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
FEBRUARY 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	411,486	377,984	33,502	8.1%
YELLOWSTONE	67,072	63,207	3,865	5.8%
CASCADE	39,729	36,903	2,826	7.1%
BEAVERHEAD	4,313	4,008	305	7.1%
BIG HORN	4,547	3,709	838	18.4%
BLAINE	2,969	2,698	271	9.1%
BROADWATER	1,378	1,274	104	7.5%
CARBON	4,095	3,837	258	6.3%
CARTER	809	788	21	2.6%
CHOUTEAU	2,596	2,483	113	4.4%
CUSTER	5,793	5,456	337	5.8%
DANIELS	1,050	986	64	6.1%
DAWSON	4,736	4,446	290	6.1%
DEER LODGE	4,410	3,922	488	11.1%
FALLON	1,249	1,168	81	6.5%
FERGUS	5,826	5,293	533	9.1%
FLATHEAD	32,102	28,682	3,420	10.7%
GALLATIN	30,237	28,958	1,279	4.2%
GARFIELD	741	720	21	2.8%
GLACIER	4,813	4,008	805	16.7%
GOLDEN VALLEY	469	394	75	16.0%
GRANITE	1,370	1,255	115	8.4%
HILL	7,593	6,981	612	8.1%
JEFFERSON	5,333	5,054	279	5.2%
JUDITH BASIN	1,136	1,042	94	8.3%
LAKE	10,511	9,288	1,223	11.6%
LEWIS & CLARK	26,527	24,780	1,747	6.6%
LIBERTY	834	776	58	7.0%
LINCOLN	8,471	6,888	1,583	18.7%
MCCONE	1,071	1,026	45	4.2%
MADISON	2,792	2,551	241	8.6%
MEAGHER	957	870	87	9.1%
MINERAL	1,340	1,110	230	17.2%
MISSOULA	44,460	41,117	3,343	7.5%
MUSSELSHELL	1,690	1,498	192	11.4%
PARK	6,153	5,441	712	11.6%
PETROLEUM	274	246	28	10.2%
PHILLIPS	2,552	2,343	209	8.2%
PONDERA	2,812	2,535	277	9.9%
POWDER RIVER	1,072	1,021	51	4.8%
POWELL	2,880	2,656	224	7.8%
PRAIRIE	633	571	62	9.8%
RAVALLI	12,824	11,207	1,617	12.6%
RICHLAND	5,048	4,667	381	7.5%
ROOSEVELT	4,894	4,366	528	10.8%
ROSEBUD	5,100	4,699	401	7.9%
SANDERS	3,006	2,397	609	20.3%
SHERIDAN	2,127	2,050	77	3.6%
SILVER BOW	13,661	12,257	1,404	10.3%
STILLWATER	3,176	2,942	234	7.4%
SWEET GRASS	1,359	1,287	72	5.3%
TETON	2,553	2,417	136	5.3%
TOOLE	2,122	1,973	149	7.0%
TREASURE	517	476	41	7.9%
VALLEY	4,254	3,920	334	7.9%
WHEATLAND	954	903	51	5.3%
WIBAUX	494	432	62	12.6%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
MARCH 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	413,288	382,630	30,658	7.4%
YELLOWSTONE	67,144	63,463	3,681	5.5%
CASCADE	39,599	37,202	2,397	6.1%
BEAVERHEAD	4,369	4,152	217	5.0%
BIG HORN	4,498	3,696	802	17.8%
BLAINE	3,004	2,774	230	7.7%
BROADWATER	1,482	1,351	131	8.8%
CARBON	4,217	3,973	244	5.8%
CARTER	892	876	16	1.8%
CHOUTEAU	2,725	2,616	109	4.0%
CUSTER	5,902	5,550	352	6.0%
DANIELS	1,102	1,056	46	4.2%
DAWSON	4,802	4,563	239	5.0%
DEER LODGE	4,321	3,933	388	9.0%
FALLON	1,289	1,212	77	6.0%
FERGUS	5,941	5,478	463	7.8%
FLATHEAD	32,166	28,789	3,377	10.5%
GALLATIN	30,004	28,852	1,152	3.8%
GARFIELD	823	792	31	3.8%
GLACIER	4,905	4,099	806	16.4%
GOLDEN VALLEY	490	428	62	12.7%
GRANITE	1,415	1,278	137	9.7%
HILL	7,677	7,099	578	7.5%
JEFFERSON	5,394	5,148	246	4.6%
JUDITH BASIN	1,238	1,138	100	8.1%
LAKE	10,588	9,566	1,022	9.7%
LEWIS & CLARK	26,203	24,829	1,374	5.2%
LIBERTY	842	811	31	3.7%
LINCOLN	8,361	6,673	1,688	20.2%
MCCONE	1,118	1,069	49	4.4%
MADISON	2,910	2,666	244	8.4%
MEAGHER	995	926	69	6.9%
MINERAL	1,335	1,104	231	17.3%
MISSOULA	44,043	41,271	2,772	6.3%
MUSSELSHELL	1,746	1,555	191	10.9%
PARK	6,301	5,603	698	11.1%
PETROLEUM	310	281	29	9.4%
PHILLIPS	2,652	2,430	222	8.4%
PONDERA	2,847	2,641	206	7.2%
POWDER RIVER	1,124	1,064	60	5.3%
POWELL	2,918	2,701	217	7.4%
PRAIRIE	670	612	58	8.7%
RAVALLI	12,919	11,508	1,411	10.9%
RICHLAND	5,192	4,696	496	9.6%
ROOSEVELT	4,975	4,503	472	9.5%
ROSEBUD	5,153	4,719	434	8.4%
SANDERS	3,046	2,439	607	19.9%
SHERIDAN	2,259	2,193	66	2.9%
SILVER BOW	13,432	12,267	1,165	8.7%
STILLWATER	3,255	3,031	224	6.9%
SWEET GRASS	1,425	1,361	64	4.5%
TETON	2,737	2,626	111	4.1%
TOOLE	2,178	2,032	146	6.7%
TREASURE	537	491	46	8.6%
VALLEY	4,301	4,031	270	6.3%
WHEATLAND	1,016	969	47	4.6%
WIBAUX	505	447	58	11.5%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
APRIL 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	413,050	387,167	25,883	6.3%
YELLOWSTONE	66,966	64,213	2,753	4.1%
CASCADE	39,721	37,737	1,984	5.0%
BEAVERHEAD	4,438	4,194	244	5.5%
BIG HORN	4,371	3,786	585	13.4%
BLAINE	3,000	2,796	204	6.8%
BROADWATER	1,491	1,410	81	5.4%
CARBON	4,158	3,980	178	4.3%
CARTER	905	885	20	2.2%
CHOUTEAU	2,722	2,650	72	2.6%
CUSTER	5,853	5,625	228	3.9%
DANIELS	1,117	1,081	36	3.2%
DAWSON	4,714	4,527	187	4.0%
DEER LODGE	4,296	3,961	335	7.8%
FALLON	1,344	1,253	91	6.8%
FERGUS	5,960	5,539	421	7.1%
FLATHEAD	31,730	28,834	2,896	9.1%
GALLATIN	30,151	28,653	1,498	5.0%
GARFIELD	838	816	22	2.6%
GLACIER	4,927	4,244	683	13.9%
GOLDEN VALLEY	486	439	47	9.7%
GRANITE	1,284	1,203	81	6.3%
HILL	7,757	7,296	461	5.9%
JEFFERSON	5,350	5,180	170	3.2%
JUDITH BASIN	1,221	1,153	68	5.6%
LAKE	10,666	9,751	915	8.6%
LEWIS & CLARK	26,311	25,117	1,194	4.5%
LIBERTY	873	839	34	3.9%
LINCOLN	8,163	6,836	1,327	16.3%
MCCONE	1,193	1,159	34	2.8%
MADISON	2,954	2,782	172	5.8%
MEAGHER	949	890	59	6.2%
MINERAL	1,334	1,139	195	14.6%
MISSOULA	44,275	41,640	2,635	6.0%
MUSSELSHELL	1,722	1,591	131	7.6%
PARK	6,175	5,660	515	8.3%
PETROLEUM	288	277	11	3.8%
PHILLIPS	2,620	2,466	154	5.9%
PONDERA	2,933	2,795	138	4.7%
POWDER RIVER	1,143	1,104	39	3.4%
POWELL	2,896	2,738	158	5.5%
PRAIRIE	681	658	23	3.4%
RAVALLI	13,035	11,873	1,162	8.9%
RICHLAND	5,235	4,711	524	10.0%
ROOSEVELT	5,006	4,538	468	9.3%
ROSEBUD	5,054	4,708	346	6.8%
SANDERS	3,036	2,571	465	15.3%
SHERIDAN	2,276	2,219	57	2.5%
SILVER BOW	13,434	12,365	1,069	8.0%
STILLWATER	3,275	3,133	142	4.3%
SWEET GRASS	1,450	1,411	39	2.7%
TETON	2,673	2,592	81	3.0%
TOOLE	2,141	2,051	90	4.2%
TREASURE	539	498	41	7.6%
VALLEY	4,361	4,131	230	5.3%
WHEATLAND	1,034	998	36	3.5%
WIBAUX	528	472	56	10.6%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
MAY 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	411,526	384,440	27,086	6.6%
YELLOWSTONE	67,301	63,542	3,759	5.6%
CASCADE	39,602	37,296	2,306	5.8%
BEAVERHEAD	4,368	4,137	231	5.3%
BIG HORN	4,414	3,731	683	15.5%
BLAINE	2,981	2,752	229	7.7%
BROADWATER	1,486	1,397	89	6.0%
CARBON	4,002	3,771	231	5.8%
CARTER	871	855	16	1.8%
CHOUTEAU	2,659	2,586	73	2.7%
CUSTER	5,825	5,619	206	3.5%
DANIELS	1,071	1,049	22	2.1%
DAWSON	4,648	4,451	197	4.2%
DEER LODGE	4,328	3,949	379	8.8%
FALLON	1,307	1,232	75	5.7%
FERGUS	5,819	5,442	377	6.5%
FLATHEAD	32,283	29,451	2,832	8.8%
GALLATIN	29,612	28,358	1,254	4.2%
GARFIELD	802	778	24	3.0%
GLACIER	5,181	4,351	830	16.0%
GOLDEN VALLEY	484	435	49	10.1%
GRANITE	1,267	1,183	84	6.6%
HILL	7,557	7,067	490	6.5%
JEFFERSON	5,370	5,179	191	3.6%
JUDITH BASIN	1,307	1,238	69	5.3%
LAKE	10,675	9,787	888	8.3%
LEWIS & CLARK	26,066	24,814	1,252	4.8%
LIBERTY	845	809	36	4.3%
LINCOLN	8,313	7,077	1,236	14.9%
MCCONE	1,151	1,115	36	3.1%
MADISON	2,916	2,756	160	5.5%
MEAGHER	895	855	40	4.5%
MINERAL	1,373	1,184	189	13.8%
MISSOULA	43,962	41,676	2,286	5.2%
MUSSELSHELL	1,676	1,538	138	8.2%
PARK	6,388	5,915	473	7.4%
PETROLEUM	280	269	11	3.9%
PHILLIPS	2,562	2,431	131	5.1%
PONDERA	2,876	2,710	166	5.8%
POWDER RIVER	1,101	1,061	40	3.6%
POWELL	2,870	2,695	175	6.1%
PRAIRIE	652	621	31	4.8%
RAVALLI	13,016	11,860	1,156	8.9%
RICHLAND	5,178	4,625	553	10.7%
ROOSEVELT	4,971	4,370	601	12.1%
ROSEBUD	4,802	4,423	379	7.9%
SANDERS	3,030	2,593	437	14.4%
SHERIDAN	2,218	2,167	51	2.3%
SILVER BOW	13,332	12,176	1,156	8.7%
STILLWATER	3,303	3,114	189	5.7%
SWEET GRASS	1,431	1,380	51	3.6%
TETON	2,606	2,535	71	2.7%
TOOLE	2,147	2,045	102	4.8%
TREASURE	524	486	38	7.3%
VALLEY	4,277	4,035	242	5.7%
WHEATLAND	1,051	1,013	38	3.6%
WIBAUX	496	456	40	8.1%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JUNE 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	415,801	386,715	29,086	7.0%
YELLOWSTONE	67,124	63,028	4,096	6.1%
CASCADE	40,072	37,342	2,730	6.8%
BEAVERHEAD	4,384	4,136	248	5.7%
BIG HORN	4,374	3,558	816	18.7%
BLAINE	2,780	2,527	253	9.1%
BROADWATER	1,565	1,462	103	6.6%
CARBON	3,937	3,719	218	5.5%
CARTER	914	899	15	1.6%
CHOUTEAU	2,650	2,573	77	2.9%
CUSTER	5,820	5,591	229	3.9%
DANIELS	1,061	1,035	26	2.5%
DAWSON	4,558	4,389	169	3.7%
DEER LODGE	4,273	3,875	398	9.3%
FALLON	1,293	1,242	51	3.9%
FERGUS	5,935	5,513	422	7.1%
FLATHEAD	33,416	30,846	2,570	7.7%
GALLATIN	29,887	28,726	1,161	3.9%
GARFIELD	806	787	19	2.4%
GLACIER	5,750	4,771	979	17.0%
GOLDEN VALLEY	530	466	64	12.1%
GRANITE	1,398	1,282	116	8.3%
HILL	7,632	7,105	527	6.9%
JEFFERSON	5,245	5,033	212	4.0%
JUDITH BASIN	1,686	1,568	118	7.0%
LAKE	10,902	9,896	1,006	9.2%
LEWIS & CLARK	26,261	24,683	1,578	6.0%
LIBERTY	828	796	32	3.9%
LINCOLN	8,578	7,533	1,045	12.2%
MCCONE	1,219	1,178	41	3.4%
MADISON	3,293	3,139	154	4.7%
MEAGHER	945	911	34	3.6%
MINERAL	1,410	1,258	152	10.8%
MISSOULA	43,629	41,244	2,385	5.5%
MUSSELSHELL	1,689	1,526	163	9.7%
PARK	6,846	6,383	463	6.8%
PETROLEUM	293	278	15	5.1%
PHILLIPS	2,592	2,419	173	6.7%
PONDERA	2,840	2,654	186	6.5%
POWDER RIVER	1,212	1,176	36	3.0%
POWELL	3,019	2,644	375	12.4%
PRAIRIE	667	643	24	3.6%
RAVALLI	12,914	11,914	1,000	7.7%
RICHLAND	5,270	4,700	570	10.8%
ROOSEVELT	4,962	4,187	775	15.6%
ROSEBUD	4,538	4,105	433	9.5%
SANDERS	3,080	2,637	443	14.4%
SHERIDAN	2,296	2,230	66	2.9%
SILVER BOW	13,574	12,165	1,409	10.4%
STILLWATER	3,161	2,979	182	5.8%
SWEET GRASS	1,497	1,448	49	3.3%
TETON	2,636	2,572	64	2.4%
TOOLE	2,033	1,913	120	5.9%
TREASURE	500	470	30	6.0%
VALLEY	4,422	4,129	293	6.6%
WHEATLAND	1,092	957	135	12.4%
WIBAUX	509	473	36	7.1%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JULY 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	416,111	392,566	23,545	5.7%
YELLOWSTONE	65,884	62,261	3,623	5.5%
CASCADE	40,757	38,584	2,173	5.3%
BEAVERHEAD	4,616	4,393	223	4.8%
BIG HORN	4,666	3,939	727	15.6%
BLAINE	2,946	2,737	209	7.1%
BROADWATER	1,543	1,454	89	5.8%
CARBON	4,028	3,872	156	3.9%
CARTER	923	902	21	2.3%
CHOUTEAU	2,852	2,784	68	2.4%
CUSTER	5,894	5,735	159	2.7%
DANIELS	1,136	1,120	16	1.4%
DAWSON	4,807	4,650	157	3.3%
DEER LODGE	4,348	3,953	395	9.1%
FALLON	1,321	1,285	36	2.7%
FERGUS	5,932	5,575	357	6.0%
FLATHEAD	32,855	30,968	1,887	5.7%
GALLATIN	30,267	29,416	851	2.8%
GARFIELD	865	842	23	2.7%
GLACIER	6,184	5,408	776	12.5%
GOLDEN VALLEY	493	430	63	12.8%
GRANITE	1,464	1,384	80	5.5%
HILL	7,776	7,242	534	6.9%
JEFFERSON	5,458	5,242	216	4.0%
JUDITH BASIN	1,405	1,353	52	3.7%
LAKE	10,697	9,882	815	7.6%
LEWIS & CLARK	25,485	24,270	1,215	4.8%
LIBERTY	865	835	30	3.5%
LINCOLN	8,601	7,822	779	9.1%
MCCONE	1,187	1,135	52	4.4%
MADISON	3,513	3,399	114	3.2%
MEAGHER	983	954	29	3.0%
MINERAL	1,500	1,386	114	7.6%
MISSOULA	41,996	39,944	2,052	4.9%
MUSSELSHELL	1,693	1,541	152	9.0%
PARK	6,865	6,509	356	5.2%
PETROLEUM	324	290	34	10.5%
PHILLIPS	2,782	2,668	114	4.1%
PONDERA	2,798	2,650	148	5.3%
POWDER RIVER	1,317	1,276	41	3.1%
POWELL	2,931	2,795	136	4.6%
PRAIRIE	721	696	25	3.5%
RAVALLI	12,247	11,428	819	6.7%
RICHLAND	5,434	4,987	447	8.2%
ROOSEVELT	5,015	4,406	609	12.1%
ROSEBUD	5,319	4,826	493	9.3%
SANDERS	2,844	2,546	298	10.5%
SHERIDAN	2,274	2,208	66	2.9%
SILVER BOW	13,529	12,508	1,021	7.5%
STILLWATER	3,150	2,975	175	5.6%
SWEET GRASS	1,656	1,608	48	2.9%
TETON	2,892	2,833	59	2.0%
TOOLE	2,289	2,210	79	3.5%
TREASURE	526	506	20	3.8%
VALLEY	4,698	4,485	213	4.5%
WHEATLAND	1,025	966	59	5.8%
WIBAUX	531	493	38	7.2%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
AUGUST 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	415,646	389,288	26,358	6.3%
YELLOWSTONE	66,066	62,283	3,783	5.7%
CASCADE	41,275	38,769	2,506	6.1%
BEAVERHEAD	4,503	4,290	213	4.7%
BIG HORN	4,858	4,129	729	15.0%
BLAINE	2,986	2,766	220	7.4%
BROADWATER	1,573	1,464	109	6.9%
CARBON	4,029	3,822	207	5.1%
CARTER	892	874	18	2.0%
CHOUTEAU	2,768	2,695	73	2.6%
CUSTER	5,800	5,616	184	3.2%
DANIELS	1,097	1,068	29	2.6%
DAWSON	4,873	4,664	209	4.3%
DEER LODGE	4,428	4,046	382	8.6%
FALLON	1,271	1,229	42	3.3%
FERGUS	5,895	5,497	398	6.8%
FLATHEAD	33,128	30,787	2,341	7.1%
GALLATIN	29,625	28,630	995	3.4%
GARFIELD	826	797	29	3.5%
GLACIER	6,067	5,267	800	13.2%
GOLDEN VALLEY	511	460	51	10.0%
GRANITE	1,442	1,349	93	6.4%
HILL	7,625	7,123	502	6.6%
JEFFERSON	5,392	5,170	222	4.1%
JUDITH BASIN	1,342	1,291	51	3.8%
LAKE	10,610	9,639	971	9.2%
LEWIS & CLARK	25,571	24,236	1,335	5.2%
LIBERTY	813	777	36	4.4%
LINCOLN	8,859	7,933	926	10.5%
MCCONE	1,101	1,068	33	3.0%
MADISON	3,343	3,236	107	3.2%
MEAGHER	957	917	40	4.2%
MINERAL	1,518	1,371	147	9.7%
MISSOULA	41,892	39,675	2,217	5.3%
MUSSELSHELL	1,692	1,532	160	9.5%
PARK	6,921	6,459	462	6.7%
PETROLEUM	332	303	29	8.7%
PHILLIPS	2,836	2,685	151	5.3%
PONDERA	2,821	2,694	127	4.5%
POWDER RIVER	1,306	1,253	53	4.1%
POWELL	2,881	2,748	133	4.6%
PRAIRIE	693	662	31	4.5%
RAVALLI	12,296	11,323	973	7.9%
RICHLAND	5,441	4,970	471	8.7%
ROOSEVELT	5,024	4,340	684	13.6%
ROSEBUD	5,453	4,944	509	9.3%
SANDERS	2,967	2,549	418	14.1%
SHERIDAN	2,213	2,144	69	3.1%
SILVER BOW	13,705	12,417	1,288	9.4%
STILLWATER	3,066	2,888	178	5.8%
SWEET GRASS	1,562	1,524	38	2.4%
TETON	2,764	2,693	71	2.6%
TOOLE	2,123	2,050	73	3.4%
TREASURE	480	458	22	4.6%
VALLEY	4,598	4,289	309	6.7%
WHEATLAND	1,031	962	69	6.7%
WIBAUX	507	465	42	8.3%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
SEPTEMBER 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	408,333	382,645	25,688	6.3%
YELLOWSTONE	65,121	61,471	3,650	5.6%
CASCADE	39,727	37,342	2,385	6.0%
BEAVERHEAD	4,542	4,330	212	4.7%
BIG HORN	4,482	3,823	659	14.7%
BLAINE	2,921	2,712	209	7.2%
BROADWATER	1,470	1,358	112	7.6%
CARBON	3,857	3,684	173	4.5%
CARTER	885	866	19	2.1%
CHOUTEAU	2,679	2,594	85	3.2%
CUSTER	5,740	5,490	250	4.4%
DANIELS	1,100	1,085	15	1.4%
DAWSON	4,643	4,495	148	3.2%
DEER LODGE	4,350	3,949	401	9.2%
FALLON	1,261	1,225	36	2.9%
FERGUS	5,904	5,566	338	5.7%
FLATHEAD	31,824	29,480	2,344	7.4%
GALLATIN	29,361	28,381	980	3.3%
GARFIELD	814	787	27	3.3%
GLACIER	5,690	5,012	678	11.9%
GOLDEN VALLEY	491	425	66	13.4%
GRANITE	1,368	1,263	105	7.7%
HILL	7,648	7,103	545	7.1%
JEFFERSON	5,416	5,158	258	4.8%
JUDITH BASIN	1,296	1,252	44	3.4%
LAKE	10,465	9,456	1,009	9.6%
LEWIS & CLARK	25,609	24,255	1,354	5.3%
LIBERTY	796	762	34	4.3%
LINCOLN	8,560	7,660	900	10.5%
MCCONE	1,111	1,070	41	3.7%
MADISON	3,056	2,956	100	3.3%
MEAGHER	947	903	44	4.6%
MINERAL	1,484	1,365	119	8.0%
MISSOULA	41,938	39,721	2,217	5.3%
MUSSELSHELL	1,731	1,556	175	10.1%
PARK	6,766	6,348	418	6.2%
PETROLEUM	317	283	34	10.7%
PHILLIPS	2,695	2,566	129	4.8%
PONDERA	2,824	2,608	216	7.6%
POWDER RIVER	1,259	1,206	53	4.2%
POWELL	2,931	2,754	177	6.0%
PRAIRIE	651	619	32	4.9%
RAVALLI	12,623	11,492	1,131	9.0%
RICHLAND	5,245	4,883	362	6.9%
ROOSEVELT	5,020	4,385	635	12.6%
ROSEBUD	5,398	4,997	401	7.4%
SANDERS	3,024	2,616	408	13.5%
SHERIDAN	2,169	2,103	66	3.0%
SILVER BOW	13,362	12,231	1,131	8.5%
STILLWATER	3,115	2,935	180	5.8%
SWEET GRASS	1,460	1,411	49	3.4%
TETON	2,775	2,697	78	2.8%
TOOLE	2,073	1,947	126	6.1%
TREASURE	495	471	24	4.8%
VALLEY	4,347	4,135	212	4.9%
WHEATLAND	984	933	51	5.2%
WIBAUX	514	470	44	8.6%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
OCTOBER 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	409,600	385,303	24,297	5.9%
YELLOWSTONE	66,393	63,213	3,180	4.8%
CASCADE	40,052	37,799	2,253	5.6%
BEAVERHEAD	4,510	4,259	251	5.6%
BIG HORN	4,334	3,812	522	12.0%
BLAINE	2,929	2,693	236	8.1%
BROADWATER	1,454	1,370	84	5.8%
CARBON	3,849	3,600	249	6.5%
CARTER	847	825	22	2.6%
CHOUTEAU	2,625	2,545	80	3.0%
CUSTER	5,811	5,526	285	4.9%
DANIELS	1,046	1,034	12	1.1%
DAWSON	4,629	4,482	147	3.2%
DEER LODGE	4,328	3,973	355	8.2%
FALLON	1,269	1,245	24	1.9%
FERGUS	5,861	5,516	345	5.9%
FLATHEAD	32,004	29,350	2,654	8.3%
GALLATIN	29,370	28,294	1,076	3.7%
GARFIELD	775	748	27	3.5%
GLACIER	5,493	4,741	752	13.7%
GOLDEN VALLEY	464	403	61	13.1%
GRANITE	1,298	1,208	90	6.9%
HILL	7,754	7,185	569	7.3%
JEFFERSON	5,361	5,182	179	3.3%
JUDITH BASIN	1,286	1,204	82	6.4%
LAKE	10,547	9,609	938	8.9%
LEWIS & CLARK	25,878	24,679	1,199	4.6%
LIBERTY	776	743	33	4.3%
LINCOLN	8,609	7,785	824	9.6%
MCCONE	1,075	1,042	33	3.1%
MADISON	2,886	2,788	98	3.4%
MEAGHER	903	864	39	4.3%
MINERAL	1,497	1,360	137	9.2%
MISSOULA	43,269	41,257	2,012	4.6%
MUSSELSHELL	1,650	1,513	137	8.3%
PARK	6,486	5,972	514	7.9%
PETROLEUM	304	269	35	11.5%
PHILLIPS	2,546	2,438	108	4.2%
PONDERA	2,754	2,621	133	4.8%
POWDER RIVER	1,158	1,125	33	2.8%
POWELL	2,941	2,760	181	6.2%
PRAIRIE	630	612	18	2.9%
RAVALLI	12,525	11,599	926	7.4%
RICHLAND	5,113	4,834	279	5.5%
ROOSEVELT	4,932	4,422	510	10.3%
ROSEBUD	5,546	5,118	428	7.7%
SANDERS	2,996	2,639	357	11.9%
SHERIDAN	2,097	2,040	57	2.7%
SILVER BOW	13,400	12,405	995	7.4%
STILLWATER	3,115	2,974	141	4.5%
SWEET GRASS	1,395	1,342	53	3.8%
TETON	2,627	2,525	102	3.9%
TOOLE	2,071	1,973	98	4.7%
TREASURE	486	462	24	4.9%
VALLEY	4,172	3,944	228	5.5%
WHEATLAND	999	932	67	6.7%
WIBAUX	480	451	29	6.0%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
NOVEMBER 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	410,551	385,783	24,768	6.0%
YELLOWSTONE	67,244	64,234	3,010	4.5%
CASCADE	40,635	38,358	2,277	5.6%
BEAVERHEAD	4,434	4,234	200	4.5%
BIG HORN	4,375	3,820	555	12.7%
BLAINE	2,977	2,735	242	8.1%
BROADWATER	1,443	1,352	91	6.3%
CARBON	3,838	3,654	184	4.8%
CARTER	843	818	25	3.0%
CHOUTEAU	2,607	2,516	91	3.5%
CUSTER	5,931	5,553	378	6.4%
DANIELS	1,044	1,025	19	1.8%
DAWSON	4,620	4,473	147	3.2%
DEER LODGE	4,244	3,927	317	7.5%
FALLON	1,332	1,232	100	7.5%
FERGUS	5,890	5,526	364	6.2%
FLATHEAD	31,723	29,197	2,526	8.0%
GALLATIN	29,666	28,442	1,224	4.1%
GARFIELD	762	729	33	4.3%
GLACIER	4,848	4,205	643	13.3%
GOLDEN VALLEY	461	396	65	14.1%
GRANITE	1,298	1,205	93	7.2%
HILL	7,931	7,318	613	7.7%
JEFFERSON	5,366	5,187	179	3.3%
JUDITH BASIN	1,236	1,164	72	5.8%
LAKE	10,402	9,502	900	8.7%
LEWIS & CLARK	26,253	24,993	1,260	4.8%
LIBERTY	772	746	26	3.4%
LINCOLN	8,472	7,635	837	9.9%
MCCONE	1,120	1,048	72	6.4%
MADISON	2,760	2,641	119	4.3%
MEAGHER	934	866	68	7.3%
MINERAL	1,462	1,308	154	10.5%
MISSOULA	43,297	41,153	2,144	5.0%
MUSSELSHELL	1,637	1,546	91	5.6%
PARK	6,321	5,760	561	8.9%
PETROLEUM	291	252	39	13.4%
PHILLIPS	2,583	2,476	107	4.1%
PONDERA	2,775	2,633	142	5.1%
POWDER RIVER	1,177	1,131	46	3.9%
POWELL	2,993	2,793	200	6.7%
PRAIRIE	644	602	42	6.5%
RAVALLI	12,555	11,532	1,023	8.1%
RICHLAND	5,112	4,760	352	6.9%
ROOSEVELT	4,848	4,440	408	8.4%
ROSEBUD	5,391	4,995	396	7.3%
SANDERS	2,994	2,605	389	13.0%
SHERIDAN	2,104	2,050	54	2.6%
SILVER BOW	13,601	12,510	1,091	8.0%
STILLWATER	3,130	2,974	156	5.0%
SWEET GRASS	1,385	1,336	49	3.5%
TETON	2,609	2,511	98	3.8%
TOOLE	2,048	1,955	93	4.5%
TREASURE	474	455	19	4.0%
VALLEY	4,180	3,914	266	6.4%
WHEATLAND	1,001	910	91	9.1%
WIBAUX	475	449	26	5.5%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
DECEMBER 1992

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	408,250	380,517	27,733	6.8%
YELLOWSTONE	67,381	63,895	3,486	5.2%
CASCADE	40,177	37,617	2,560	6.4%
BEAVERHEAD	4,522	4,127	395	8.7%
BIG HORN	4,382	3,698	684	15.6%
BLAINE	2,916	2,662	254	8.7%
BROADWATER	1,415	1,286	129	9.1%
CARBON	4,117	3,878	239	5.8%
CARTER	830	798	32	3.9%
CHOUTEAU	2,586	2,493	93	3.6%
CUSTER	5,859	5,539	320	5.5%
DANIELS	1,049	1,017	32	3.1%
DAWSON	4,633	4,479	154	3.3%
DEER LODGE	4,173	3,855	318	7.6%
FALLON	1,271	1,216	55	4.3%
FERGUS	5,981	5,450	531	8.9%
FLATHEAD	31,724	28,796	2,928	9.2%
GALLATIN	29,751	28,643	1,108	3.7%
GARFIELD	747	722	25	3.3%
GLACIER	4,868	4,200	668	13.7%
GOLDEN VALLEY	461	395	66	14.3%
GRANITE	1,344	1,242	102	7.6%
HILL	7,733	7,133	600	7.8%
JEFFERSON	5,248	5,016	232	4.4%
JUDITH BASIN	1,205	1,144	61	5.1%
LAKE	10,272	9,257	1,015	9.9%
LEWIS & CLARK	25,996	24,595	1,401	5.4%
LIBERTY	765	740	25	3.3%
LINCOLN	8,289	7,337	952	11.5%
MCCONE	1,099	1,028	71	6.5%
MADISON	2,752	2,593	159	5.8%
MEAGHER	960	889	71	7.4%
MINERAL	1,437	1,240	197	13.7%
MISSOULA	43,135	40,543	2,592	6.0%
MUSSELSHELL	1,617	1,499	118	7.3%
PARK	6,048	5,558	490	8.1%
PETROLEUM	291	257	34	11.7%
PHILLIPS	2,491	2,373	118	4.7%
PONDERA	2,704	2,574	130	4.8%
POWDER RIVER	1,149	1,101	48	4.2%
POWELL	2,891	2,700	191	6.6%
PRAIRIE	645	591	54	8.4%
RAVALLI	12,404	11,103	1,301	10.5%
RICHLAND	5,033	4,720	313	6.2%
ROOSEVELT	4,873	4,432	441	9.0%
ROSEBUD	5,307	4,926	381	7.2%
SANDERS	2,989	2,491	498	16.7%
SHERIDAN	2,120	2,038	82	3.9%
SILVER BOW	13,458	12,350	1,108	8.2%
STILLWATER	3,076	2,896	180	5.9%
SWEET GRASS	1,383	1,308	75	5.4%
TETON	2,610	2,497	113	4.3%
TOOLE	2,027	1,927	100	4.9%
TREASURE	492	462	30	6.1%
VALLEY	4,103	3,842	261	6.4%
WHEATLAND	988	906	82	8.3%
WIBAUX	472	442	30	6.4%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JANUARY 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	397,364	367,630	29,734	7.5%
YELLOWSTONE	64,447	60,702	3,745	5.8%
CASCADE	39,072	36,686	2,386	6.1%
BEAVERHEAD	4,174	3,864	310	7.4%
BIG HORN	4,282	3,707	575	13.4%
BLAINE	3,008	2,679	329	10.9%
BROADWATER	1,303	1,208	95	7.3%
CARBON	3,816	3,531	285	7.5%
CARTER	744	698	46	6.2%
CHOUTEAU	2,398	2,277	121	5.0%
CUSTER	5,714	5,309	405	7.1%
DANIELS	1,000	969	31	3.1%
DAWSON	4,594	4,364	230	5.0%
DEER LODGE	4,262	3,810	452	10.6%
FALLON	1,244	1,187	57	4.6%
FERGUS	5,673	5,075	598	10.5%
FLATHEAD	30,710	27,664	3,046	9.9%
GALLATIN	28,763	27,523	1,240	4.3%
GARFIELD	693	672	21	3.0%
GLACIER	4,478	3,943	535	11.9%
GOLDEN VALLEY	384	367	17	4.4%
GRANITE	1,218	1,111	107	8.8%
HILL	7,500	6,905	595	7.9%
JEFFERSON	5,300	4,952	348	6.6%
JUDITH BASIN	1,127	1,040	87	7.7%
LAKE	10,342	9,254	1,088	10.5%
LEWIS & CLARK	26,119	24,668	1,451	5.6%
LIBERTY	705	671	34	4.8%
LINCOLN	8,513	7,292	1,221	14.3%
MCCONE	983	917	66	6.7%
MADISON	2,731	2,541	190	7.0%
MEAGHER	915	828	87	9.5%
MINERAL	1,363	1,119	244	17.9%
MISSOULA	42,657	39,793	2,864	6.7%
MUSSELSHELL	1,576	1,429	147	9.3%
PARK	5,903	5,287	616	10.4%
PETROLEUM	248	214	34	13.7%
PHILLIPS	2,566	2,384	182	7.1%
PONDERA	2,643	2,504	139	5.3%
POWDER RIVER	1,069	942	127	11.9%
POWELL	2,875	2,656	219	7.6%
PRAIRIE	577	540	37	6.4%
RAVALLI	11,833	10,276	1,557	13.2%
RICHLAND	4,960	4,709	251	5.1%
ROOSEVELT	4,914	4,536	378	7.7%
ROSEBUD	4,780	4,382	398	8.3%
SANDERS	2,920	2,315	605	20.7%
SHERIDAN	2,012	1,961	51	2.5%
SILVER BOW	13,490	12,318	1,172	8.7%
STILLWATER	3,266	3,101	165	5.1%
SWEET GRASS	1,281	1,188	93	7.3%
TETON	2,479	2,333	146	5.9%
TOOLE	1,991	1,859	132	6.6%
TREASURE	403	392	11	2.7%
VALLEY	4,024	3,739	285	7.1%
WHEATLAND	891	824	67	7.5%
WIBAUX	427	412	15	3.5%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
FEBRUARY 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	399,137	368,648	30,489	7.6%
YELLOWSTONE	65,214	61,489	3,725	5.7%
CASCADE	38,838	36,571	2,267	5.8%
BEAVERHEAD	4,118	3,852	266	6.5%
BIG HORN	4,255	3,686	569	13.4%
BLAINE	2,899	2,641	258	8.9%
BROADWATER	1,306	1,231	75	5.7%
CARBON	3,815	3,520	295	7.7%
CARTER	733	679	54	7.4%
CHOUTEAU	2,400	2,274	126	5.3%
CUSTER	5,758	5,390	368	6.4%
DANIELS	995	959	36	3.6%
DAWSON	4,607	4,359	248	5.4%
DEER LODGE	4,246	3,840	406	9.6%
FALLON	1,242	1,178	64	5.2%
FERGUS	5,771	5,087	684	11.9%
FLATHEAD	30,995	27,662	3,333	10.8%
GALLATIN	28,653	27,433	1,220	4.3%
GARFIELD	687	663	24	3.5%
GLACIER	4,505	3,964	541	12.0%
GOLDEN VALLEY	396	369	27	6.8%
GRANITE	1,244	1,107	137	11.0%
HILL	7,546	7,008	538	7.1%
JEFFERSON	5,245	4,931	314	6.0%
JUDITH BASIN	1,113	1,043	70	6.3%
LAKE	10,074	9,012	1,062	10.5%
LEWIS & CLARK	26,399	24,924	1,475	5.6%
LIBERTY	712	676	36	5.1%
LINCOLN	8,642	7,120	1,522	17.6%
MCCONE	996	926	70	7.0%
MADISON	2,727	2,510	217	8.0%
MEAGHER	898	818	80	8.9%
MINERAL	1,334	1,105	229	17.2%
MISSOULA	43,375	40,183	3,192	7.4%
MUSSELSHELL	1,604	1,429	175	10.9%
PARK	6,039	5,431	608	10.1%
PETROLEUM	232	208	24	10.3%
PHILLIPS	2,501	2,301	200	8.0%
PONDERA	2,620	2,491	129	4.9%
POWDER RIVER	992	948	44	4.4%
POWELL	2,849	2,650	199	7.0%
PRAIRIE	571	532	39	6.8%
RAVALLI	11,809	10,212	1,597	13.5%
RICHLAND	5,002	4,703	299	6.0%
ROOSEVELT	4,991	4,628	363	7.3%
ROSEBUD	4,856	4,466	390	8.0%
SANDERS	2,947	2,300	647	22.0%
SHERIDAN	1,980	1,929	51	2.6%
SILVER BOW	13,745	12,518	1,227	8.9%
STILLWATER	3,253	3,068	185	5.7%
SWEET GRASS	1,260	1,179	81	6.4%
TETON	2,472	2,316	156	6.3%
TOOLE	1,943	1,839	104	5.4%
TREASURE	392	378	14	3.6%
VALLEY	4,004	3,729	275	6.9%
WHEATLAND	906	780	126	13.9%
WIBAUX	430	401	29	6.7%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
MARCH 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	402,165	368,489	33,676	8.4%
YELLOWSTONE	64,815	61,094	3,721	5.7%
CASCADE	39,294	36,905	2,389	6.1%
BEAVERHEAD	4,214	3,981	233	5.5%
BIG HORN	4,293	3,762	531	12.4%
BLAINE	3,002	2,739	263	8.8%
BROADWATER	1,340	1,259	81	6.0%
CARBON	3,968	3,692	276	7.0%
CARTER	813	757	56	6.9%
CHOUTEAU	2,541	2,404	137	5.4%
CUSTER	5,717	5,369	348	6.1%
DANIELS	1,053	1,014	39	3.7%
DAWSON	4,688	4,453	235	5.0%
DEER LODGE	4,214	3,783	431	10.2%
FALLON	1,297	1,227	70	5.4%
FERGUS	5,838	5,251	587	10.1%
FLATHEAD	31,259	27,407	3,852	12.3%
GALLATIN	28,531	27,358	1,173	4.1%
GARFIELD	744	716	28	3.8%
GLACIER	4,538	3,994	544	12.0%
GOLDEN VALLEY	426	395	31	7.3%
GRANITE	1,200	1,098	102	8.5%
HILL	7,548	6,982	566	7.5%
JEFFERSON	5,298	4,985	313	5.9%
JUDITH BASIN	1,250	1,154	96	7.7%
LAKE	10,130	9,027	1,103	10.9%
LEWIS & CLARK	26,130	24,594	1,536	5.9%
LIBERTY	740	705	35	4.7%
LINCOLN	8,615	6,286	2,329	27.0%
MCCONE	1,046	985	61	5.8%
MADISON	2,771	2,573	198	7.1%
MEAGHER	938	881	57	6.1%
MINERAL	1,386	1,120	266	19.2%
MISSOULA	43,445	39,178	4,267	9.8%
MUSSELSHELL	1,611	1,448	163	10.1%
PARK	6,145	5,447	698	11.4%
PETROLEUM	257	233	24	9.3%
PHILLIPS	2,629	2,483	146	5.6%
PONDERA	2,711	2,583	128	4.7%
POWDER RIVER	1,070	1,003	67	6.3%
POWELL	2,918	2,700	218	7.5%
PRAIRIE	614	573	41	6.7%
RAVALLI	12,052	10,513	1,539	12.8%
RICHLAND	5,153	4,554	599	11.6%
ROOSEVELT	5,049	4,610	439	8.7%
ROSEBUD	4,875	4,507	368	7.5%
SANDERS	3,043	2,273	770	25.3%
SHERIDAN	2,094	2,005	89	4.3%
SILVER BOW	13,692	12,415	1,277	9.3%
STILLWATER	3,232	2,916	316	9.8%
SWEET GRASS	1,348	1,244	104	7.7%
TETON	2,655	2,494	161	6.1%
TOOLE	1,991	1,889	102	5.1%
TREASURE	414	395	19	4.6%
VALLEY	4,141	3,832	309	7.5%
WHEATLAND	944	831	113	12.0%
WIBAUX	452	417	35	7.7%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
APRIL 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	401,309	375,310	25,999	6.5%
YELLOWSTONE	64,595	61,765	2,830	4.4%
CASCADE	39,229	37,422	1,807	4.6%
BEAVERHEAD	4,312	4,115	197	4.6%
BIG HORN	4,201	3,859	342	8.1%
BLAINE	2,967	2,778	189	6.4%
BROADWATER	1,393	1,326	67	4.8%
CARBON	3,942	3,729	213	5.4%
CARTER	851	822	29	3.4%
CHOUTEAU	2,660	2,579	81	3.0%
CUSTER	5,734	5,478	256	4.5%
DANIELS	1,091	1,056	35	3.2%
DAWSON	4,687	4,490	197	4.2%
DEER LODGE	4,168	3,805	363	8.7%
FALLON	1,318	1,260	58	4.4%
FERGUS	5,894	5,429	465	7.9%
FLATHEAD	30,688	27,895	2,793	9.1%
GALLATIN	28,287	27,085	1,202	4.2%
GARFIELD	804	788	16	2.0%
GLACIER	4,687	4,187	500	10.7%
GOLDEN VALLEY	471	433	38	8.1%
GRANITE	1,189	1,101	88	7.4%
HILL	7,655	7,192	463	6.0%
JEFFERSON	5,211	4,976	235	4.5%
JUDITH BASIN	1,278	1,220	58	4.5%
LAKE	10,026	9,186	840	8.4%
LEWIS & CLARK	25,806	24,689	1,117	4.3%
LIBERTY	765	747	18	2.4%
LINCOLN	8,831	7,077	1,754	19.9%
MCCONE	1,094	1,049	45	4.1%
MADISON	2,853	2,704	149	5.2%
MEAGHER	893	853	40	4.5%
MINERAL	1,367	1,188	179	13.1%
MISSOULA	43,045	39,624	3,421	7.9%
MUSSELSHELL	1,699	1,506	193	11.4%
PARK	6,077	5,572	505	8.3%
PETROLEUM	253	235	18	7.1%
PHILLIPS	2,717	2,631	86	3.2%
PONDERA	2,805	2,712	93	3.3%
POWDER RIVER	1,109	1,074	35	3.2%
POWELL	2,959	2,735	224	7.6%
PRAIRIE	648	621	27	4.2%
RAVALLI	12,082	10,914	1,168	9.7%
RICHLAND	5,039	4,556	483	9.6%
ROOSEVELT	5,013	4,706	307	6.1%
ROSEBUD	4,944	4,652	292	5.9%
SANDERS	2,985	2,405	580	19.4%
SHERIDAN	2,174	2,107	67	3.1%
SILVER BOW	13,305	12,318	987	7.4%
STILLWATER	3,176	2,941	235	7.4%
SWEET GRASS	1,396	1,311	85	6.1%
TETON	2,754	2,641	113	4.1%
TOOLE	2,055	1,970	85	4.1%
TREASURE	445	431	14	3.1%
VALLEY	4,220	4,023	197	4.7%
WHEATLAND	966	883	83	8.6%
WIBAUX	497	457	40	8.0%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
MAY 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	401,210	375,784	25,426	6.3%
YELLOWSTONE	64,664	61,720	2,944	4.6%
CASCADE	39,355	37,408	1,947	4.9%
BEAVERHEAD	4,352	4,111	241	5.5%
BIG HORN	4,169	3,806	363	8.7%
BLAINE	3,028	2,728	300	9.9%
BROADWATER	1,415	1,348	67	4.7%
CARBON	3,756	3,471	285	7.6%
CARTER	839	819	20	2.4%
CHOUTEAU	2,675	2,573	102	3.8%
CUSTER	5,673	5,468	205	3.6%
DANIELS	1,095	1,058	37	3.4%
DAWSON	4,705	4,518	187	4.0%
DEER LODGE	4,160	3,786	374	9.0%
FALLON	1,336	1,258	78	5.8%
FERGUS	5,944	5,446	498	8.4%
FLATHEAD	31,085	28,133	2,952	9.5%
GALLATIN	27,929	26,811	1,118	4.0%
GARFIELD	797	782	15	1.9%
GLACIER	4,783	4,233	550	11.5%
GOLDEN VALLEY	467	417	50	10.7%
GRANITE	1,210	1,130	80	6.6%
HILL	7,628	7,165	463	6.1%
JEFFERSON	5,293	5,043	250	4.7%
JUDITH BASIN	1,266	1,218	48	3.8%
LAKE	10,116	9,365	751	7.4%
LEWIS & CLARK	25,785	24,506	1,279	5.0%
LIBERTY	767	752	15	2.0%
LINCOLN	8,629	7,265	1,364	15.8%
MCCONE	1,074	1,039	35	3.3%
MADISON	2,837	2,709	128	4.5%
MEAGHER	881	846	35	4.0%
MINERAL	1,441	1,265	176	12.2%
MISSOULA	42,214	39,875	2,339	5.5%
MUSSELSHELL	1,613	1,491	122	7.6%
PARK	6,158	5,719	439	7.1%
PETROLEUM	284	267	17	6.0%
PHILLIPS	2,693	2,580	113	4.2%
PONDERA	2,819	2,712	107	3.8%
POWDER RIVER	1,079	1,044	35	3.2%
POWELL	2,948	2,726	222	7.5%
PRAIRIE	632	612	20	3.2%
RAVALLI	12,324	11,143	1,181	9.6%
RICHLAND	5,166	4,607	559	10.8%
ROOSEVELT	5,016	4,635	381	7.6%
ROSEBUD	5,082	4,743	339	6.7%
SANDERS	2,971	2,447	524	17.6%
SHERIDAN	2,136	2,075	61	2.9%
SILVER BOW	13,457	12,337	1,120	8.3%
STILLWATER	3,199	2,929	270	8.4%
SWEET GRASS	1,396	1,337	59	4.2%
TETON	2,673	2,569	104	3.9%
TOOLE	2,020	1,935	85	4.2%
TREASURE	443	428	15	3.4%
VALLEY	4,264	4,046	218	5.1%
WHEATLAND	964	892	72	7.5%
WIBAUX	501	438	63	12.6%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JUNE 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	406,747	380,415	26,332	6.5%
YELLOWSTONE	64,856	61,506	3,350	5.2%
CASCADE	38,920	36,726	2,194	5.6%
BEAVERHEAD	4,449	4,205	244	5.5%
BIG HORN	4,293	3,725	568	13.2%
BLAINE	2,831	2,556	275	9.7%
BROADWATER	1,474	1,404	70	4.7%
CARBON	3,933	3,638	295	7.5%
CARTER	863	845	18	2.1%
CHOUTEAU	2,791	2,694	97	3.5%
CUSTER	5,804	5,535	269	4.6%
DANIELS	1,098	1,058	40	3.6%
DAWSON	4,770	4,563	207	4.3%
DEER LODGE	4,194	3,804	390	9.3%
FALLON	1,377	1,324	53	3.8%
FERGUS	6,126	5,615	511	8.3%
FLATHEAD	31,815	29,287	2,528	7.9%
GALLATIN	29,234	28,313	921	3.2%
GARFIELD	798	776	22	2.8%
GLACIER	5,360	4,712	648	12.1%
GOLDEN VALLEY	511	425	86	16.8%
GRANITE	1,373	1,272	101	7.4%
HILL	7,516	6,893	623	8.3%
JEFFERSON	5,363	5,136	227	4.2%
JUDITH BASIN	1,355	1,289	66	4.9%
LAKE	10,509	9,668	841	8.0%
LEWIS & CLARK	25,857	24,472	1,385	5.4%
LIBERTY	779	759	20	2.6%
LINCOLN	8,775	7,590	1,185	13.5%
MCCONE	1,075	1,038	37	3.4%
MADISON	3,179	3,053	126	4.0%
MEAGHER	934	899	35	3.7%
MINERAL	1,432	1,291	141	9.8%
MISSOULA	41,482	39,158	2,324	5.6%
MUSSELSHELL	1,682	1,578	104	6.2%
PARK	6,525	6,115	410	6.3%
PETROLEUM	272	263	9	3.3%
PHILLIPS	2,670	2,569	101	3.8%
PONDERA	2,795	2,696	99	3.5%
POWDER RIVER	1,209	1,163	46	3.8%
POWELL	2,951	2,779	172	5.8%
PRAIRIE	672	657	15	2.2%
RAVALLI	12,467	11,421	1,046	8.4%
RICHLAND	5,207	4,678	529	10.2%
ROOSEVELT	5,168	4,520	648	12.5%
ROSEBUD	5,226	4,761	465	8.9%
SANDERS	3,035	2,542	493	16.2%
SHERIDAN	2,141	2,097	44	2.1%
SILVER BOW	13,685	12,388	1,297	9.5%
STILLWATER	3,180	2,867	313	9.8%
SWEET GRASS	1,479	1,428	51	3.4%
TETON	2,827	2,704	123	4.4%
TOOLE	2,094	1,968	126	6.0%
TREASURE	455	446	9	2.0%
VALLEY	4,461	4,230	231	5.2%
WHEATLAND	917	864	53	5.8%
WIBAUX	504	451	53	10.5%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
JULY 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	407,393	381,815	25,578	6.3%
YELLOWSTONE	63,952	60,490	3,462	5.4%
CASCADE	39,574	37,339	2,235	5.6%
BEAVERHEAD	4,493	4,298	195	4.3%
BIG HORN	4,392	3,837	555	12.6%
BLAINE	2,904	2,670	234	8.1%
BROADWATER	1,485	1,423	62	4.2%
CARBON	4,019	3,768	251	6.2%
CARTER	918	905	13	1.4%
CHOUTEAU	2,850	2,747	103	3.6%
CUSTER	5,764	5,565	199	3.5%
DANIELS	1,142	1,110	32	2.8%
DAWSON	4,740	4,524	216	4.6%
DEER LODGE	4,241	3,838	403	9.5%
FALLON	1,295	1,259	36	2.8%
FERGUS	5,906	5,450	456	7.7%
FLATHEAD	32,592	30,130	2,462	7.6%
GALLATIN	29,315	28,520	795	2.7%
GARFIELD	862	843	19	2.2%
GLACIER	5,831	5,223	608	10.4%
GOLDEN VALLEY	534	431	103	19.3%
GRANITE	1,441	1,353	88	6.1%
HILL	7,575	7,033	542	7.2%
JEFFERSON	5,337	5,095	242	4.5%
JUDITH BASIN	1,395	1,346	49	3.5%
LAKE	10,486	9,612	874	8.3%
LEWIS & CLARK	25,071	23,661	1,410	5.6%
LIBERTY	848	820	28	3.3%
LINCOLN	8,624	7,572	1,052	12.2%
MCCONE	1,164	1,125	39	3.4%
MADISON	3,401	3,309	92	2.7%
MEAGHER	970	944	26	2.7%
MINERAL	1,469	1,340	129	8.8%
MISSOULA	41,167	38,849	2,318	5.6%
MUSSELSHELL	1,621	1,505	116	7.2%
PARK	6,724	6,308	416	6.2%
PETROLEUM	308	291	17	5.5%
PHILLIPS	2,697	2,618	79	2.9%
PONDERA	2,756	2,600	156	5.7%
POWDER RIVER	1,299	1,260	39	3.0%
POWELL	2,927	2,726	201	6.9%
PRAIRIE	709	688	21	3.0%
RAVALLI	12,059	11,071	988	8.2%
RICHLAND	5,276	4,871	405	7.7%
ROOSEVELT	4,908	4,282	626	12.8%
ROSEBUD	5,158	4,667	491	9.5%
SANDERS	2,908	2,467	441	15.2%
SHERIDAN	2,218	2,173	45	2.0%
SILVER BOW	13,419	12,131	1,288	9.6%
STILLWATER	3,150	2,893	257	8.2%
SWEET GRASS	1,623	1,582	41	2.5%
TETON	2,887	2,791	96	3.3%
TOOLE	2,296	2,142	154	6.7%
TREASURE	507	494	13	2.6%
VALLEY	4,631	4,385	246	5.3%
WHEATLAND	1,009	955	54	5.4%
WIBAUX	545	485	60	11.0%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
AUGUST 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	407,268	383,302	23,966	5.9%
YELLOWSTONE	64,685	61,343	3,342	5.2%
CASCADE	40,196	38,033	2,163	5.4%
BEAVERHEAD	4,406	4,218	188	4.3%
BIG HORN	4,599	4,064	535	11.6%
BLAINE	2,953	2,721	232	7.9%
BROADWATER	1,509	1,440	69	4.6%
CARBON	3,972	3,775	197	5.0%
CARTER	887	868	19	2.1%
CHOUTEAU	2,762	2,676	86	3.1%
CUSTER	5,675	5,506	169	3.0%
DANIELS	1,087	1,062	25	2.3%
DAWSON	4,759	4,581	178	3.7%
DEER LODGE	4,291	3,944	347	8.1%
FALLON	1,257	1,213	44	3.5%
FERGUS	5,862	5,431	431	7.4%
FLATHEAD	32,660	30,439	2,221	6.8%
GALLATIN	28,843	28,144	699	2.4%
GARFIELD	804	795	9	1.1%
GLACIER	5,771	5,157	614	10.6%
GOLDEN VALLEY	553	453	100	18.1%
GRANITE	1,419	1,336	83	5.8%
HILL	7,490	6,990	500	6.7%
JEFFERSON	5,244	5,054	190	3.6%
JUDITH BASIN	1,316	1,279	37	2.8%
LAKE	10,375	9,527	848	8.2%
LEWIS & CLARK	25,194	23,849	1,345	5.3%
LIBERTY	783	771	12	1.5%
LINCOLN	8,755	7,759	996	11.4%
MCCONE	1,098	1,059	39	3.6%
MADISON	3,262	3,176	86	2.6%
MEAGHER	921	905	16	1.7%
MINERAL	1,456	1,347	109	7.5%
MISSOULA	41,326	39,163	2,163	5.2%
MUSSELSHELL	1,656	1,508	148	8.9%
PARK	6,771	6,338	433	6.4%
PETROLEUM	314	300	14	4.5%
PHILLIPS	2,725	2,646	79	2.9%
PONDERA	2,743	2,650	93	3.4%
POWDER RIVER	1,282	1,245	37	2.9%
POWELL	2,876	2,700	176	6.1%
PRAIRIE	668	656	12	1.8%
RAVALLI	12,058	11,171	887	7.4%
RICHLAND	5,286	4,918	368	7.0%
ROOSEVELT	5,023	4,266	757	15.1%
ROSEBUD	5,265	4,848	417	7.9%
SANDERS	2,927	2,501	426	14.6%
SHERIDAN	2,164	2,120	44	2.0%
SILVER BOW	13,441	12,241	1,200	8.9%
STILLWATER	3,081	2,840	241	7.8%
SWEET GRASS	1,549	1,505	44	2.8%
TETON	2,746	2,658	88	3.2%
TOOLE	2,099	2,006	93	4.4%
TREASURE	468	454	14	3.0%
VALLEY	4,467	4,245	222	5.0%
WHEATLAND	991	949	42	4.2%
WIBAUX	504	462	42	8.3%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
SEPTEMBER 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	401,234	376,338	24,896	6.2%
YELLOWSTONE	64,065	60,905	3,160	4.9%
CASCADE	39,266	36,932	2,334	5.9%
BEAVERHEAD	4,479	4,203	276	6.2%
BIG HORN	4,190	3,746	444	10.6%
BLAINE	2,843	2,634	209	7.4%
BROADWATER	1,408	1,313	95	6.7%
CARBON	3,763	3,595	168	4.5%
CARTER	844	822	22	2.6%
CHOUTEAU	2,572	2,488	84	3.3%
CUSTER	5,535	5,367	168	3.0%
DANIELS	1,067	1,040	27	2.5%
DAWSON	4,543	4,383	160	3.5%
DEER LODGE	4,192	3,881	311	7.4%
FALLON	1,232	1,186	46	3.7%
FERGUS	5,738	5,400	338	5.9%
FLATHEAD	31,790	29,253	2,537	8.0%
GALLATIN	28,633	27,780	853	3.0%
GARFIELD	758	747	11	1.5%
GLACIER	5,426	4,909	517	9.5%
GOLDEN VALLEY	494	407	87	17.6%
GRANITE	1,358	1,244	114	8.4%
HILL	7,465	6,937	528	7.1%
JEFFERSON	5,312	5,079	233	4.4%
JUDITH BASIN	1,244	1,201	43	3.5%
LAKE	10,203	9,323	880	8.6%
LEWIS & CLARK	25,330	23,884	1,446	5.7%
LIBERTY	752	730	22	2.9%
LINCOLN	8,580	7,600	980	11.4%
MCCONE	1,057	1,022	35	3.3%
MADISON	2,969	2,858	111	3.7%
MEAGHER	893	863	30	3.4%
MINERAL	1,458	1,344	114	7.8%
MISSOULA	41,681	39,336	2,345	5.6%
MUSSELSHELL	1,657	1,511	146	8.8%
PARK	6,698	6,216	482	7.2%
PETROLEUM	281	267	14	5.0%
PHILLIPS	2,573	2,489	84	3.3%
PONDERA	2,637	2,515	122	4.6%
POWDER RIVER	1,190	1,158	32	2.7%
POWELL	3,117	2,670	447	14.3%
PRAIRIE	606	590	16	2.6%
RAVALLI	12,268	11,274	994	8.1%
RICHLAND	5,123	4,798	325	6.3%
ROOSEVELT	5,003	4,277	726	14.5%
ROSEBUD	5,271	4,897	374	7.1%
SANDERS	2,934	2,568	366	12.5%
SHERIDAN	2,067	2,024	43	2.1%
SILVER BOW	13,257	12,122	1,135	8.6%
STILLWATER	3,110	2,869	241	7.7%
SWEET GRASS	1,387	1,352	35	2.5%
TETON	2,693	2,585	108	4.0%
TOOLE	2,028	1,887	141	7.0%
TREASURE	471	455	16	3.4%
VALLEY	4,292	4,056	236	5.5%
WHEATLAND	947	898	49	5.2%
WIBAUX	490	452	38	7.8%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
OCTOBER 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	398,982	372,162	26,820	6.7%
YELLOWSTONE	64,045	60,617	3,428	5.4%
CASCADE	38,786	36,413	2,373	6.1%
BEAVERHEAD	4,377	4,146	231	5.3%
BIG HORN	4,197	3,749	448	10.7%
BLAINE	2,800	2,644	156	5.6%
BROADWATER	1,414	1,332	82	5.8%
CARBON	3,715	3,511	204	5.5%
CARTER	856	840	16	1.9%
CHOUTEAU	2,646	2,545	101	3.8%
CUSTER	5,499	5,329	170	3.1%
DANIELS	1,065	1,025	40	3.8%
DAWSON	4,498	4,334	164	3.6%
DEER LODGE	4,286	3,841	445	10.4%
FALLON	1,292	1,220	72	5.6%
FERGUS	5,816	5,397	419	7.2%
FLATHEAD	31,093	28,214	2,879	9.3%
GALLATIN	28,372	27,240	1,132	4.0%
GARFIELD	765	754	11	1.4%
GLACIER	5,273	4,592	681	12.9%
GOLDEN VALLEY	493	413	80	16.2%
GRANITE	1,289	1,183	106	8.2%
HILL	7,536	6,918	618	8.2%
JEFFERSON	5,248	5,007	241	4.6%
JUDITH BASIN	1,258	1,210	48	3.8%
LAKE	10,233	9,350	883	8.6%
LEWIS & CLARK	25,251	23,819	1,432	5.7%
LIBERTY	759	743	16	2.1%
LINCOLN	8,579	7,500	1,079	12.6%
MCCONE	1,079	1,039	40	3.7%
MADISON	2,814	2,713	101	3.6%
MEAGHER	897	857	40	4.5%
MINERAL	1,439	1,304	135	9.4%
MISSOULA	42,087	39,603	2,484	5.9%
MUSSELSHELL	1,704	1,471	233	13.7%
PARK	6,323	5,724	599	9.5%
PETROLEUM	285	272	13	4.6%
PHILLIPS	2,487	2,386	101	4.1%
PONDERA	2,778	2,566	212	7.6%
POWDER RIVER	1,154	1,122	32	2.8%
POWELL	2,846	2,692	154	5.4%
PRAIRIE	641	612	29	4.5%
RAVALLI	12,309	11,214	1,095	8.9%
RICHLAND	5,026	4,697	329	6.5%
ROOSEVELT	5,020	4,317	703	14.0%
ROSEBUD	5,296	4,938	358	6.8%
SANDERS	2,962	2,548	414	14.0%
SHERIDAN	2,093	2,008	85	4.1%
SILVER BOW	13,154	11,897	1,257	9.6%
STILLWATER	3,095	2,864	231	7.5%
SWEET GRASS	1,370	1,325	45	3.3%
TETON	2,596	2,498	98	3.8%
TOOLE	2,031	1,925	106	5.2%
TREASURE	476	460	16	3.4%
VALLEY	4,138	3,857	281	6.8%
WHEATLAND	960	918	42	4.4%
WIBAUX	479	445	34	7.1%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
NOVEMBER 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	403,834	371,874	31,960	7.9%
YELLOWSTONE	66,136	62,261	3,875	5.9%
CASCADE	39,796	37,168	2,628	6.6%
BEAVERHEAD	4,356	4,033	323	7.4%
BIG HORN	4,358	3,675	683	15.7%
BLAINE	2,880	2,596	284	9.9%
BROADWATER	1,399	1,274	125	8.9%
CARBON	3,738	3,459	279	7.5%
CARTER	769	742	27	3.5%
CHOUTEAU	2,480	2,328	152	6.1%
CUSTER	5,699	5,334	365	6.4%
DANIELS	972	948	24	2.5%
DAWSON	4,507	4,272	235	5.2%
DEER LODGE	4,274	3,843	431	10.1%
FALLON	1,248	1,160	88	7.1%
FERGUS	5,783	5,212	571	9.9%
FLATHEAD	31,950	28,374	3,576	11.2%
GALLATIN	29,082	27,353	1,729	5.9%
GARFIELD	684	664	20	2.9%
GLACIER	4,758	4,048	710	14.9%
GOLDEN VALLEY	448	365	83	18.5%
GRANITE	1,263	1,155	108	8.6%
HILL	7,697	7,006	691	9.0%
JEFFERSON	5,299	5,047	252	4.8%
JUDITH BASIN	1,130	1,079	51	4.5%
LAKE	10,235	9,182	1,053	10.3%
LEWIS & CLARK	26,123	24,428	1,695	6.5%
LIBERTY	701	689	12	1.7%
LINCOLN	8,629	7,431	1,198	13.9%
MCCONE	1,018	967	51	5.0%
MADISON	2,624	2,487	137	5.2%
MEAGHER	877	801	76	8.7%
MINERAL	1,430	1,266	164	11.5%
MISSOULA	42,663	40,039	2,624	6.2%
MUSSELSHELL	1,637	1,463	174	10.6%
PARK	6,490	5,520	970	14.9%
PETROLEUM	255	228	27	10.6%
PHILLIPS	2,477	2,335	142	5.7%
PONDERA	2,657	2,476	181	6.8%
POWDER RIVER	1,078	1,041	37	3.4%
POWELL	2,888	2,680	208	7.2%
PRAIRIE	588	554	34	5.8%
RAVALLI	12,516	11,014	1,502	12.0%
RICHLAND	4,939	4,554	385	7.8%
ROOSEVELT	4,937	4,254	683	13.8%
ROSEBUD	5,125	4,794	331	6.5%
SANDERS	2,976	2,511	465	15.6%
SHERIDAN	1,966	1,912	54	2.7%
SILVER BOW	13,474	12,161	1,313	9.7%
STILLWATER	3,111	2,837	274	8.8%
SWEET GRASS	1,304	1,238	66	5.1%
TETON	2,496	2,332	164	6.6%
TOOLE	2,021	1,850	171	8.5%
TREASURE	452	428	24	5.3%
VALLEY	4,048	3,742	306	7.6%
WHEATLAND	913	849	64	7.0%
WIBAUX	476	417	59	12.4%

MONTANA MONTHLY LABOR FORCE BY COUNTY

LABOR FORCE STATISTICS

93 BM
DECEMBER 1991

COUNTY	CIVILIAN LABOR FORCE	EMPLOY- MENT	UNEMPLOY- MENT	PERCENT RATE
MONTANA	409,358	378,233	31,125	7.6%
YELLOWSTONE	67,179	63,785	3,394	5.1%
CASCADE	40,349	37,810	2,539	6.3%
BEAVERHEAD	4,374	4,066	308	7.0%
BIG HORN	4,391	3,662	729	16.6%
BLAINE	2,949	2,614	335	11.4%
BROADWATER	1,378	1,258	120	8.7%
CARBON	4,045	3,786	259	6.4%
CARTER	752	746	6	0.8%
CHOUTEAU	2,476	2,369	107	4.3%
CUSTER	5,939	5,507	432	7.3%
DANIELS	1,000	971	29	2.9%
DAWSON	4,602	4,421	181	3.9%
DEER LODGE	4,321	3,885	436	10.1%
FALLON	1,252	1,185	67	5.4%
FERGUS	5,906	5,284	622	10.5%
FLATHEAD	31,998	28,793	3,205	10.0%
GALLATIN	29,760	28,334	1,426	4.8%
GARFIELD	698	677	21	3.0%
GLACIER	4,831	4,186	645	13.4%
GOLDEN VALLEY	451	375	76	16.9%
GRANITE	1,347	1,225	122	9.1%
HILL	7,726	7,075	651	8.4%
JEFFERSON	5,341	5,048	293	5.5%
JUDITH BASIN	1,177	1,095	82	7.0%
LAKE	10,266	9,185	1,081	10.5%
LEWIS & CLARK	26,482	24,636	1,846	7.0%
LIBERTY	713	705	8	1.1%
LINCOLN	8,619	7,420	1,199	13.9%
MCCONE	1,024	978	46	4.5%
MADISON	2,782	2,540	242	8.7%
MEAGHER	919	854	65	7.1%
MINERAL	1,450	1,246	204	14.1%
MISSOULA	43,317	40,578	2,739	6.3%
MUSSELSHELL	1,630	1,472	158	9.7%
PARK	6,403	5,529	874	13.6%
PETROLEUM	267	238	29	10.9%
PHILLIPS	2,494	2,313	181	7.3%
PONDERA	2,715	2,509	206	7.6%
POWDER RIVER	1,069	1,040	29	2.7%
POWELL	2,856	2,654	202	7.1%
PRAIRIE	601	563	38	6.3%
RAVALLI	12,567	10,924	1,643	13.1%
RICHLAND	5,007	4,649	358	7.1%
ROOSEVELT	4,923	4,384	539	10.9%
ROSEBUD	5,289	4,893	396	7.5%
SANDERS	2,999	2,491	508	16.9%
SHERIDAN	2,053	1,969	84	4.1%
SILVER BOW	13,708	12,364	1,344	9.8%
STILLWATER	3,138	2,866	272	8.7%
SWEET GRASS	1,391	1,258	133	9.6%
TETON	2,536	2,403	133	5.2%
TOOLE	2,015	1,895	120	6.0%
TREASURE	478	446	32	6.7%
VALLEY	4,006	3,778	228	5.7%
WHEATLAND	922	874	48	5.2%
WIBAUX	472	421	51	10.8%

APPENDIX M



MONTANA HIGHER EDUCATION SYSTEMS

Office of Commissioner of Higher Education

2500 Broadway • PO Box 203101 • Helena, Montana 59620-3101 • (406) 444-6570 • FAX (406) 444-0684

December 30, 1993

Ron Castaldi, Chief
State Administration Branch
Office of Vocational and Adult Education
U.S. Department of Education
MES Building, Rm 4321
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Ron:

Enclosed are three copies of the Annual Performance Report for Montana's use of P.L. 101-392 funds for program year 1993. If you have any questions, please let me know.

Best wishes for a Happy New Year!

Sincerely,

A handwritten signature in cursive script, appearing to read "Jane".

Dr. Jane A. Karas, Assistant Commissioner
for Technical Education

enclosures: 3

ANNUAL PERFORMANCE REPORT
for
THE STATE OF MONTANA'S
Use of
CARL D. PERKINS VOCATIONAL
and
APPLIED TECHNOLOGY ACT FUNDS
PROGRAM YEAR 1993
(July 1, 1992 - June 30, 1993)

December 1993

Submitted by
The MONTANA Board of Regents of Higher Education

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INTRODUCTION

The Montana State Legislature designated the Montana Board of Regents of Higher Education as the sole state agency for purposes of the Carl D. Perkins Vocational Education Act and subsequent Acts effective July 1, 1987. The Board contracts with the Office of Public Instruction to provide project management, technical assistance and monitoring of secondary level Perkins projects.

Information in this report for secondary projects in program year 1993 has been provided by staff of the Office of Public Instruction. Information for postsecondary projects is provided by staff of the Board of Regents.

II. SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES

There were 13,482 secondary students served with Perkins funds in program year 1993. Of this number 7,641 were male and 5,359 were female (Table 1). The number of special populations students served were 5,121 disadvantaged, 703 limited English proficient, 1,040 disabled, no incarcerated, and 6,637 sex equity/nontraditional (Table 2). Secondary students were served by comprehensive high schools and one career center which serves students from three comprehensive high schools on a part-day basis.

There were 5,847 postsecondary students served, 1,930 male and 3,917 female (Table 3). Three thousand two hundred forty-three of these students were disadvantaged, 109 were limited English proficient, 637 were disabled, 6 were incarcerated, and 669 were in gender nontraditional programs (Table 5).

Postsecondary adult programs were offered by five of Montana's Vocational Technical Centers, four of the state's seven Tribal Colleges, the three state supported Community Colleges and one senior institution of higher education that offers vocational technical programs at the Certificate and Associate of Applied Science (A.A.S.) level.

A wide range of programs, services and activities were provided by secondary and postsecondary institutions in accordance with Section 235 of the Law. All recipients of funds under section 235 of the Act used their allocation to improve their vocational education programs and provide equal access to quality vocational programs for members of special populations.

Because Montana has very few secondary school districts that operate more than one high school, funds were used in a limited number of programs at the LEA level. Priority was given to those programs that served the highest concentration of individuals who are members of special populations, and that were in need of program improvement. All of Montana's approved vocational programs are required to have a coherent sequence of courses and to integrate both academic and vocational education to enable students to achieve both academic and occupational competencies.

At the secondary level, funds were used to upgrade curriculum, purchase new technology and equipment, provide inservice training to vocational teachers, improve guidance programs, provide supplemental services to meet the needs of special populations and to assist special populations coordinators. All programs are required to provide instruction in all aspects of the industry. At the postsecondary level, funds were used to provide assessment testing, provide placement assistance, improve guidance and counseling, update curriculum, establish skills/tutoring centers, improve remedial services, update equipment, provide job search skills, provide equity training for faculty and provide various resources to students.

Although the Montana State Plan was approved by the U. S. Department of Education on December 6, 1991, we were informed during December, 1992 that Montana's plan to provide incentives to exemplary programs was not acceptable. Therefore, no exemplary programs were chosen for program year 1993.

III. SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

During program year 1993, there were 28 (25 females, 3 males) single parents/displaced homemakers/single pregnant women served at the secondary level and 512 (501 females, 11 males) served at the postsecondary/adult level. Table 6 includes the total number of single parents, displaced homemakers and single pregnant women served with Section 221 funds at both the secondary and postsecondary/adult level.

Single parents, displaced homemakers and single pregnant women at the secondary level received services from one secondary school. The services provided included computer skills training, including accounting and spreadsheet classes. Child care was also provided.

There were eleven postsecondary/adult programs that provided services to single parents, displaced homemakers and single pregnant women. All eleven agencies were community-based, state displaced homemaker programs; two were affiliated with community colleges. Services provided by these agencies included: marketable computer skills training, job seeking skills, interest/skills and vocational assessment, life skills training, math skills development and math skills anxiety reduction, financial aid information, sexual harassment/gender equity training, career guidance, career exploration, support groups and support services such as daycare and transportation assistance.

Montana uses a unique service delivery system for the single parents, displaced homemakers and single pregnant women set-aside. There are 14 Displaced Homemaker Centers which together provide services to all areas in Montana, including several successful outreach programs to meet the needs of the more rural areas of the state. All centers participate with other agencies on a competitive basis in the RFP process.

The network meets biannually to coordinate services throughout the state. The majority of the Montana Displaced Homemaker Network centers fund their activities with a combination of federal, state and local funds. The centers receive JTPA, JOBS and Perkins funds, as well as state funds derived from a portion of the state's unemployment insurance collections. Some centers receive local funding from United Way. The variety of funding sources allows the centers to meet a comprehensive set of service needs of the targeted population.

All displaced homemaker centers receiving funds in Program Year 1993 gave priority to serving economically disadvantaged single parents, displaced homemakers and single pregnant women.

The following services are greatly needed by single parents, displaced homemakers and single pregnant women:

Career Planning	Job Retention Skills Training
Math Training	Computer Literacy Training
Life Skills Training	High-Technology/Office Training
Self-Esteem Programs	Testing and Assessment
Goal Setting	Problem Solving
Marketable Skills Training	Supportive Services
and	
Nontraditional Employment Opportunities Orientation	

There were no exemplary programs chosen for program year 1993.

IV. GENDER EQUITY

During program year 1993, there were one secondary and five postsecondary Gender Equity projects funded. The total number of students enrolled in gender equity programs at the secondary level were 61 (16 female, 45 male), while 253 (247 female, 6 male) individuals were served at the postsecondary level (Table 7). One hundred one postsecondary participants (95 female, 6 male) were served by programs that integrated services from community-based organizations and vocational-technical centers.

Several services were provided to reduce sex bias and stereotyping in vocational technical programs. Superior Public Schools initiated the development of a Non-Sexist Curriculum in Technology Education. Nontraditional student (female) enrollment in the technology program increased by 400% over program year 1992. Career Transitions, a community-based organization serving displaced homemakers and single parents, coordinated on-site work experience for nontraditional participants through a "job shadowing" program. All "job shadowing" participants were better able to define their interests in nontraditional occupations. In addition, participating employers were highly supportive in providing information about skills and appropriate training.

Preparatory services and vocational technical education programs and supportive services for girls and women were offered by one secondary school, four community-based organizations, and one college that offers vocational technical programs. The services provided by these agencies included: vocational testing and assessment, nontraditional career assessment, on-site job visits, intensive case management, follow-up activities, peer support groups, mentor programs, job shadowing, retention in natural science programs, and math skills development.

There were no exemplary programs chosen for program year 1993.

V. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

There were 301 individuals (236 males, 65 females) served through programs in correctional institutions (Table 8).

There were four projects funded in this category at the postsecondary level. Funding was provided to the Montana Women's Correctional Center and three community-based work experience programs for Montana State Prison inmates.

These programs provided criminal offenders with business skills training, career counseling, GED classes, vocational technical skills (e.g. welding), job ethics, computer literacy, job search skills and job placement assistance. One hundred percent of participants at the Women's Correctional Center showed an increase in competency during the program year. The halfway house program in Billings placed 65% of their participants in employment positions, while 100% of the participants developed vocational/education plans.

There were no exemplary programs chosen for program year 1993.

VI. SPECIAL POPULATIONS

a. Disabled

There were 1,040 disabled students served in the Carl D. Perkins funded secondary vocational education programs in Montana during program year 1993 (Table 2). At the postsecondary level, there were 637 disabled students served (Table 5).

Access to the regular vocational programs was expanded for disabled students as a result of expenditure of Carl D. Perkins Vocational funds. The district-wide needs assessment and planning process highlighted local needs in this area, and recruitment activities were continued. Coordination between special education and the regular vocational education programs was continued in many districts. Joint funding of programs and other interprogram activities continued. Assessments were conducted and shared between programs. Individual Education Plans (IEP) were developed and students were referred to vocational programs. In addition, career development activities for the disabled have been expanded and more career resources have been made available to the disabled students. Many districts have used their Carl D. Perkins basic grant funds to purchase up-to-date career information and to start new career counseling efforts in their district. Several local districts have used their Perkins funds to provide transitional services to their disabled students enrolled in vocational education.

At the postsecondary level, successful services to disabled students were continued from program year 1992. Some of the LEAs assigned a counselor/tutor to each disabled student. Other LEAs provided interpreters, tutors and mobility assistants to disabled students to facilitate their access to vocational technical programs. Several of the schools used special populations' coordinators to inform students of services, activities and special equipment relevant to the special populations. These special populations' coordinators were also actively involved in the recruitment of special populations students and coordinating with student services and instructional staff.

Both secondary and postsecondary LEAs collected data during program year 1993 that, compared with baseline data from program year 1992, indicates that access to vocational-technical programs increased for disabled students. In addition, there was an overall increased competency attainment by disabled students.

There were no exemplary programs chosen for program year 1993.

b. Limited English Proficient (LEP)

There were 703 LEP individuals served during program year 1993 at the secondary level (Table 2). One hundred nine LEP students were served at the postsecondary level (Table 5).

Perkins funds were used to provide needed services and expanded access to the regular vocational programs that enabled LEP students to benefit from instruction. Montana's largest LEP population is found on the seven Indian Reservations. In addition, the western portion of the state has recently seen large increases of students from the former Soviet Union. Western Montana also has a large population of Hmong and other Southeast Asian cultures, while the newest group of immigrants to settle in Montana is Tibetan. The Perkins funds have allowed for special learning programs and interpreter services, enabling these students to receive services in the regular vocational programs. Postsecondary LEAs have also provided tutors, counselors and coordinators to assist LEP students in vocational technical programs.

Exemplary programs were not identified for program year 1993.

c. Disadvantaged

There were 5,121 disadvantaged students served at the secondary level during program year 1993 (Table 2), and 3,243 students served at the postsecondary level (Table 5).

The impact of supplemental services provided to the disadvantaged during program year 1993 was substantial. Access to vocational-technical programs for disadvantaged students increased at both secondary and postsecondary LEAs. Disadvantaged students also demonstrated an increase in competency attainment during program year 1993.

The basic grant funds under Perkins were used primarily to improve programs that served special population students in a district, provided that the local needs assessment indicated that those programs were in need of improvement. Many different forms of supplemental services were provided to meet the unique local

needs of disadvantaged students. Montana has a comprehensive high school system in which students take several years to complete a sequence of courses in a given occupational area. Therefore, it is difficult to determine if program completion has increased. Montana requires that all students, beginning with the class of 1993, take at least one vocational class to meet graduation requirements. This will mean that many students who enroll in a vocational class are taking the class to fulfill a graduation requirement, or for exploration purposes, and will not complete a sequence of courses in that area.

Achievements at the postsecondary level varied across postsecondary schools. These achievements included increased access to vocational programs and improved services to disadvantaged students. Services provided included: guidance, counseling, admissions advising, career and financial counseling, career awareness courses, tutoring, the provision of services through special learning or skills centers, and the use of coordinators and counselors.

There were no exemplary programs selected for program year 1993.

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

There were 11 state leadership projects funded at the secondary level for program year 1993, three focused on professional development and seven were in the area of curriculum development. There were ten new projects and one program was expanded. No programs were dropped at the secondary or postsecondary level. Under the professional development category, one project trained secondary agriculture teachers in different modes of assessment of academic and occupational skills. Another provided a variety of inservice opportunities for both secondary and postsecondary teachers at the annual Montana Vocational Association's fall inservice. Home Economics instructors attended a two-day in-service training, also funded through state leadership. Under curriculum development activities, one subgrant developed a statewide model for agriculture curriculum. Another developed a program planning guide for industrial and technology education. One project integrated academics (science) into both agriculture technology curriculum and home economics curriculum.

Equipment and research were not funded under the secondary or postsecondary leadership activities during program year 1993.

One project was funded at the postsecondary level in Curriculum Development. This project developed curriculum for computer skills training workshops in business and industry. In addition, this program provided access to computers, customer service, supervision and communication technology assistance to participants.

The one postsecondary State Leadership project funded provided VICA support services for postsecondary enrollments.

Exemplary programs were not identified during program year 1993.

VIII. COMMUNITY BASED ORGANIZATIONS (CBO)

There were three Title III, Part A projects funded during program year 1993, one at the secondary level and two at the postsecondary level. Table 9 identifies the number of individuals served through Perkins Title III, Part A funds.

There were 38 students, two male and 36 female, served at the secondary level. A CBO and a school district cooperatively administered the secondary project. This project served teen parents. Supportive services were provided to these students to enable them to continue their education.

The first postsecondary project, administered by one CBO with one eligible recipient, served 17 students, three males and fourteen females. Services and activities that were provided included: career development, goal setting, job search, career assessments, interest tests, the development of an education/job placement plan, and employment placement assistance. This program was conducted in cooperation with SRS, JTPA, Adult Basic Education, and supported Employment Projects.

The second postsecondary project, one CBO in cooperation with one eligible recipient, served seven students, four males and three females. This project consisted of a career workshop with a nontraditional component.

There were no exemplary programs identified for program year 1993.

IX. CONSUMER AND HOMEMAKING EDUCATION

One thousand eight hundred twenty seven students (1,405 females, 422 males) were served during program year 1993 with Consumer Homemaking Education funds (Table 10).

Seven depressed area projects were funded that concentrated on the area of new technology. New technology provided in these programs consisted of: computer hardware, software (similar to that of the fashion industry) for designing fabric and patterns, telecommunications set-up, computerized sewing machines and sergers. The increased accessibility of this new technology has enabled students to increase their competency in these fields. Special populations students have been targeted for much of this new equipment, since their achievement in vocational programs is a prime concern of the local school districts.

The thirteen projects in non-depressed areas that were funded provided instruction in home economics life skills, enabled home economics departments to update their equipment and curriculum, provided extended contract time for development of curriculum, and increased the availability of technology for students.

The outcomes of Consumer and Homemaking Education projects are presented at the annual meeting of the Montana Vocational Association, as well as at numerous other meetings. This enables many other teachers and administrators to benefit from these projects, and increases the possibility that similar programs will be implemented.

No selection process has been implemented for identifying exemplary projects.

X. TECH-PREP

There were four tech-prep projects funded. Two of these projects were administered by secondary LEAs and two were administered by postsecondary LEAs. Three of Montana's tech-prep projects impact both rural and urban students, while one of these projects impacts only urban students.

There were a total of 741 students (468 male, 273 female) served by Montana's Tech Prep projects during program year 1993 (Table 11).

All of the tech-prep projects were planned jointly by secondary and postsecondary schools. Each project addresses one of the following occupational areas: Business and Office Technology, Automotive Technology, Information Processing Education and Microcomputing Applications and Systems. Montana addressed as many occupational areas as the funds would allow. No apprenticeship projects were rated highly enough in the competitive process to receive funding. However, tech-prep programs are very popular in the state with several schools expanding beyond the Perkins funded process.

Two statewide inservices were provided under the tech-prep grants for secondary and postsecondary teachers and administrators. Montana also participated in several national tech-prep telecommunications conferences.

Services provided by Montana's four tech-prep projects included:

Teaching applied academics	Pre-testing students
Implementation of new curriculum	Upgrade/update equipment
Counseling committee meetings	Leadership team meetings
On-site visits to consortiums	Telecommunications efforts
Articulated classes	Articulation agreements
Applied academics notebook	Statewide presentations
and the Development of brochures, flyers and newsletters.	

XI. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL TECHNICAL EDUCATION PROGRAMS

Montana has been working at integrating applied academics into the secondary vocational curriculum for several years. Montana has applied math, applied communications, applied biology and chemistry and principles of technology curriculums operating in its secondary schools. During program year 1993, projects were funded from Title II funds to deal with various aspects of this area. All the secondary vocational education areas have made efforts to integrate applied academics. Montana high schools are comprehensive and have an average of less than 200 students. Therefore, all special population students are exposed to these integration efforts. Of Montana's 165 secondary school districts, all but four of these districts operate only one high school. The schools tend to be small with low student teacher ratios, making it easier for joint efforts such as team teaching. Montana does have strict teacher certification standards and many schools often use a team teaching approach.

XII. CAREER GUIDANCE AND COUNSELING

Career guidance and counseling is required in every school in the state of Montana. Montana requires that there be at least one full time counselor for every 400 students. All students must be served by the counseling program. Several years ago, Montana began to implement the National Career Development Guidelines. There have been many training opportunities for Montana counselors in this area. The Montana SOICC, the Office of Public Instruction, the state Department of Labor and our Career Information System (CIDS) have trained counselors in the National Career Development Guidelines. Many secondary schools chose to use their basic grant funds to expand their career counseling efforts. At the postsecondary level, services in this area included placement, outreach, assessment advisement and retention. Counselors are involved in the tech-prep projects and other vocational efforts. It is more difficult to measure the impact of career counseling now that there is no longer a set-aside for career counseling. However, counseling efforts have greatly increased due to Perkins funds.

TABLE 1

SECONDARY ENROLLMENT IN PERKINS FUNDED SCHOOLS

OCC PROGRAM AREA	TOTAL ENROLLMENT	SERVED WITH PERKINS	
		TOTAL	
		13482	
AGRICULTURE	3048	MALE	7641
MARKETING	1078	FEMALE	5359
OTHER	Not available		
CONSUMER H'MKING ED	7632		
OCC HOME EC	Not available		
TRADE & INDUSTRY	4475		
HEALTH	56		
BUSINESS	7557		
TECHNOLOGY ED/IND. ARTS	5831		
TOTAL	29677		

TOTAL SECONDARY ENROLLMENT

IN ALL VOCATIONAL	MALE	FEMALE	TOTAL
EDUCATION PROGRAMS	18409	12586	30995

TABLE 2

SECONDARY ENROLLMENT

Period report covers: July 1, 1992 thru June 30, 1993

State Montana

Name _____

Phone: _____

UNDUPLICATED ONLY				UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
CC PROGRAM AREA	TOTAL ENROL	MALE	FEMALE	REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON TRAD)	ADULT	COMP. LETER
AGRICULTURE	2107	1613	494		(458)	(62)	(207)			(1536)		
MARKETING												
TECHNICAL												
CONS/ H'NKING ED	2714	939	1775		(1239)	(185)	(165)			(779)		
OCC HOME EC												
TRADE & INDUSTRIAL	1669	1385	284		(730)	(44)	(205)			(606)		
HEALTH												
BUSINESS	3947	1788	2159		(1514)	(278)	(189)			(1636)		
TECHNOLOGY ED/IND. ARTS	3045	2147	898		(1180)	(134)	(274)			(1377)		
GRANT TOTAL	13482	7641	5359		(5121)	(703)	(1040)			(6637)		

TABLE 3

POSTSECONDARY ENROLLMENT (DUPLICATED)

VOCATIONAL TECHNICAL CENTERS

CIP CODE	PROGRAM	MALE	FEMALE	TOTAL ENROLLMENT
01	AGRIBUSINESS & AGRICULTURAL PROD.			0
04	INTERIOR DESIGN	3	20	23
06	BUSINESS & MANAGEMENT	52	167	219
07	BUSINESS ADMINISTRATIVE SUPPORT	70	680	750
08	MARKETING & DISTRIBUTION	1	1	2
12	CULINARY ARTS	15	11	26
11	COMPUTER & INFORMATION SCIENCES	33	64	97
15	ENGINEERING & RELATED TECHNOLOGI	159	37	196
17	ALLIED HEALTH	90	426	516
20	VOCATIONAL HOME ECONOMICS			0
22	LAW			0
32	BASIC SKILLS	20	13	33
46	CONSTRUCTION TRADES	45		45
47	MECHANICS & REPAIRERS	212	9	221
48	PRECISION PRODUCTION	36	1	37
49	TRANSPORTATION & MOVING MATERIAL	22	4	26
99	UNCLASSIFIED/UNDECLARED	201	513	714
	TOTAL	959	1946	2905

COMMUNITY COLLEGES AND NORTHERN MONTANA COLLEGE

CIP CODE	PROGRAM	TOTAL ENROLLMENT		
01	AGRIBUSINESS & AGRICULTURAL PROD.	101		
03	FISH & WILDLIFE/FORESTRY	28		
04	INTERIOR DESIGN	0		
06	BUSINESS & MANAGEMENT	321		
07	BUSINESS ADMINISTRATIVE SUPPORT	382		
08	MARKETING & DISTRIBUTION			
11	COMPUTER & INFORMATION SCIENCES	88		
15	ENGINEERING & RELATED TECHNOLOGI	135		
18	HEALTH SCIENCES	84		
17	ALLIED HEALTH	630		
20	VOCATIONAL HOME ECONOMICS			
22	LAW	131		
26	LIFE SCIENCES	0		
32	BASIC SKILLS			
46	CONSTRUCTION TRADES			
47	MECHANICS & REPAIRERS	102		
48	PRECISION PRODUCTION			
49	TRANSPORTATION & MOVING MATERIAL			
99	UNCLASSIFIED/UNDECLARED	940	TOTAL MALE	FEMALE
	TOTAL	2942	971	1971

TABLE 4COMMUNITY COLLEGE COMPLETERS

CIP COD	PROGRAM	COMPLETERS		
		MALE	FEMALE	TOTAL
01	AGRIBUSINESS & AGRICULTURAL P	7	4	11
03	FISH & WILDLIFE/FORESTRY	3	2	5
04	INTERIOR DESIGN			0
06	BUSINESS & MANAGEMENT	2	3	5
07	BUSINESS ADMINISTRATIVE SUPPO	5	70	75
08	MARKETING & DISTRIBUTION			0
11	COMPUTER & INFORMATION SCIENC	2	5	7
15	ENGINEERING & RELATED TECHNOL	12	3	15
18	HEALTH SCIENCES			0
17	ALLIED HEALTH	7	44	51
20	VOCATIONAL HOME ECONOMICS			0
22	LAW	17	4	21
26	LIFE SCIENCES			0
32	BASIC SKILLS			0
46	CONSTRUCTION TRADES			0
47	MECHANICS & REPAIRERS	15	1	16
48	PRECISION PRODUCTION			0
49	TRANSPORTATION & MOVING MATERIAL			0
99	UNCLASSIFIED/UNDECLARED			0
	TOTAL	70	136	206

TABLE 5POSTSECONDARY ENROLLMENT (DUPLICATED)
SPECIAL POPULATIONS

OCC PROGRAM AREA	DIS- ADV	LEP	DIS ABLED	CORR	SEX EQ (NON-TR)
AGRICULTURE	100	5	102		32
MARKETING	5	1	1		6
TECHNICAL	202		64	2	89
CULINARY ARTS	26				11
LAW ENFORCEME	67		1		
TRADE & INDUST	398	21	48	1	47
HEALTH	764	32	105		181
BUSINESS	1595	50	298	3	277
TECHNOLOGY ED/IND. ARTS	86		18		26
TOTAL	3243	109	637	6	669

TABLE 6

SECTION 221 - SP/DH/SPW

	<u>TOTAL</u>	<u>FEMALE</u>	<u>MALE</u>
SECONDARY	28	25	3
POSTSECONDARY	512	501	11

TABLE 7

SECTION 222 - GE

	<u>TOTAL</u>	<u>FEMALE</u>	<u>MALE</u>
SECONDARY	61	16	45
POSTSECONDARY	253	247	6

TABLE 8

INDIVIDUALS SERVED THROUGH PROGRAMS IN CORRECTIONS

TOTAL	301
FEMALE	65
MALE	236

TABLE 9

COMMUNITY BASED ORGANIZATIONS

	MALE	FEMALE	TOTAL
SECONDARY	2	36	38
POSTSECONDARY	7	17	24

TABLE 10

CONSUMER HOMEMAKING EDUCATION

TOTAL	1827
FEMALE	1405
MALE	422

TABLE 11

TECH PREP EDUCATION

	MALE	FEMALE	TOTAL
AUTOMOTIVE TECHNOLOGY	105	15	120
INFORMATION PROCESSING	363	258	621
TOTAL	468	273	741

APPENDIX A

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))	<ul style="list-style-type: none">• 80% of students show a competency gain over a locally established baseline.	Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.
Measures of performance (115(b)(2)) OUTCOMES	Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.	Examine baseline and annual retention rate by funded program(s).
	Documented increase in percent of students showing competency attainment by completion of funded program.	Examine baseline and annual competency attainment data for funded program(s).
	Documented increase in percent of placement into additional training or education, military service, or employment.	Examine baseline and annual placement rates by funded program(s).

• Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

• Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

APPENDIX B

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
** BG				
* BG BG023	ABSAROEKEE HIGH SCHOOL ABSAROEKEE LOCAL APPLICATION	3710.00	23	Equipment was purchased that is used and shared by all of the Vo-Ed teachers and programs. TV's VCR's for demonstration and review.
* Subsubtotal *		3710.00	23	
* BG BG124	ALBERTON H.S. ALBERTON H.S. ALBERTON LOCAL APPLICATION	3771.00	14	The project is designed to provide students an opportunity to be trained on state of the art equipment and develop marketable skills. The equipment was delivered late and there was insufficient instructional time to make a measurable difference. The project will be operated and measured next year.
* Subsubtotal *		3771.00	14	
* BG BG045	ANACONDA PUBLIC ANACONDA PUBLIC SCHOOLS ANACONDA LOCAL APPLICATION	29556.26	24	Career Occupational readiness education.
* Subsubtotal *		29556.26	24	
* BG BG020	ARLEE HIGH SCHOOL ARLEE HIGH SCHOOL ARLEE LOCAL APPLICATION	10054.00	64	64 students enrolled in the career course. 20% mastered 90-100% of the curriculum, 30% mastered 80-90%, 19 mastered 70-80%, 20% mastered 60-70% and 11% mastered 59% or less of the presented material. Materials were purchases, guest speakers made presentations and filed trips were made to vocational schools in the area.
* Subsubtotal *		10054.00	64	
* BG	NORTHEASTERN MONT.			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BGC119	NORTHEASTERN MONT. CONSORTIUM BAINVILLE LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG062	BAKER PUBLIC BAKER PUBLIC SCHOOLS LOCAL APPLICATION - BASIC GRANT 75†	13479.00	128	Update computer lab skills and work toward creating gender equity.
* Subsubtotal *		13479.00	128	
* BG BG077	BELGRADE PUBLIC BELGRADE PUBLIC SCHOOLS BELGRADE LOCAL APPLICATION - BASIC GRANT 75†	13241.00	447	Equipment was purchased to modernize the Business and Home Economics Curriculum and program.
* Subsubtotal *		13241.00	447	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM BELT LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG028	BIG SANDY HIGH BIG SANDY HIGH SCHOOL SANDY LOCAL APPLICATION	3862.00	142	Business students developed competencies in word processing skills appropriate for the world of work, using equipment purchased with perkins fund.
* Subsubtotal *		3862.00	142	
* BG BG099	SWEET GRASS CO. SWEET GRASS CO. HIGH SCHOOL BIG TIMBER LOCAL APPLICATION BASIC	9970.00	125	A project to improve the Home Economics program and to upgrade the Technology utilized in the Ag program.

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
GRANT 75½				
* Subsubtotal *		9970.00	125	
* BG BG090	BIGFORK SCHOOL DIST. #38	9061.19	290	The Basic Grant funds were used to recruit and retain special population students into vocational classes.
	BIGFORK LOCAL APPLICATION - BASIC GRANT 75½			
* Subsubtotal *		9061.19	290	
* BG BG101	BILLINGS PUBLIC SCHOOLS	234834.69	3828	BASIC LOCAL GRANT FOR VOCATIONAL PROGRAM IMPROVEMENT TO INCLUDE VOCATIONAL/ACADEMIC INTEGRATION.
	BILLINGS LOCAL APPLICATION - BASIC GRANT			
* Subsubtotal *		234834.69	3828	
* BG BG076	JEFFERSON HIGH SCHOOL BOULDER LOCAL APPLICATION - BASIC GRANT 75½	8929.00	264	The funds were used to improve curriculum and career guidance curriculum and career guidance in Business and Office, Industrial Arts and Home Economics.
* Subsubtotal *		8929.00	264	
* BG BG074	BOX ELDER SCHOOL BOX ELDER LOCAL APPLICATION - BASIC GRANT 75½	5351.00	37	Funds were used to develop an outcome based curriculum for Home Economics and Technology Education. Also a computer aided drafting (CAD) program. Equipment was purchased and the instructor received training in it's operation.
BG001	ROCKY BOY HIGH SCHOOL BOX ELDER LOCAL APPLICATION	8640.00	264	Updated quipment was purchased for special population students in Industrial Arts, Home Economics and Business Education.
* Subsubtotal *		13991.00	301	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BG086	BOZEMAN PUBLIC BOZEMAN PUBLIC SCHOOL DIST. #7 BOZEMAN LOCAL APPLICATION - BASIC GRANT 75*	59685.00	293	This grant improved career guidance through the use of the Discover program. It also provided prevocational experience in keyboarding to 6th-8th grade students. Vocational courses were made available to adults in the community. Funds were also used to improve curriculum and access in Technology Education and Home Economics.
* Subsubtotal *		59685.00	293	
* BG BGC033	BRIDGER H.S. BRIDGER H.S. BRIDGER LOCAL APPLICATION/C2	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG096	POWDER RIVER CO. POWDER RIVER CO. HIGH SCHOOL BROADUS LOCAL APPLICATION - BASIC GRANT 75*	6242.00	106	A PROJECT TO IMPROVE AND UPDATE AGRICULTURE EDUCATION IN BROADUS HIGH SCHOOL.
* Subsubtotal *		6242.00	106	
* BG BGC033	BRIDGER H.S. BRIDGER H.S. BROADVIEW BASIC ALLOCATION/C2	0.00	0	
* Subsubtotal *		0.00	0	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM BROCKTON LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG	BROWNING PUBLIC			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BG048	BROWNING PUBLIC SCHOOLS BROWNING LOCAL APPLICATION - BASIC GRANT 75%	62185.33	723	A program to coordinate with other programs ie., special ed, job training requirements and career awareness in each program area.
* Subsubtotal *		62185.33	723	
* BG BG089	BUSBY SCHOOL BUSBY SCHOOL LOCAL APPLICATION - BASIC GRANT 75%	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG040	BUTTE SCHOOL DIST. BUTTE SCHOOL DIST. #1 BUTTE LOCAL APPLICATION	39585.31	1015	Funds were used to upgrade equipment and provide teacher inservice in Applied Academics and Tech Prep. The district is changing its traditional Vo-Ed programs to Integrated Academics and to Tech Prep.
* Subsubtotal *		39585.31	1015	
* BG BG065	CASCADE HIGH SCHOOL CASCADE HIGH SCHOOL HOMEBOUND COMPUTERS, "PUTTING A HANDLE ON COMPUTER INSTRUCTION."	4676.00	43	These numbers are totals of combined programs. Laptop computers were purchased for use primarily by disability students, enhance career development, and develop awareness.
* Subsubtotal *		4676.00	43	
* BG BG011	CHARLO HIGH SCHOOL CHARLO HIGH SCHOOL LOCAL APPLICATION	5560.00	65	Students developed job and vocational readiness skills through cooperation with job service and computer use.
* Subsubtotal *		5560.00	65	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CHESTER CONSORTIUM	0.00	0	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
LOCAL APPLICATION/C3				
* Subtotal *		0.00	0	
* BG BG121	CHINOOK PUBLIC SCHOOLS	6160.00	78	Networked computer lab to enhance computer skills and career knowledge.
	CHINOOK BASIC GRANT - LOCAL APPLICATION			
* Subtotal *		6160.00	78	
* BG BG069	CHOTEAU HIGH SCHOOL	8275.00	43	Up to date animal science software installed.
	CHOTEAU LOCAL APPLICATION - BASIC GRANT 75%			
* Subtotal *		8275.00	43	
* BG BG092	CIRCLE HIGH SCHOOL	13425.00	0	Basic Grant funds were used to provide vocational counseling through the use of the discover program.
	CIRCLE HIGH SCHOOL LOCAL APPLICATION - BASIC GRANT 75%			
* Subtotal *		13425.00	0	
* BG BG081	COLSTRIP SCHOOL	43710.00	290	The funds were used to provide instruction to disadvantaged students in vocational education. Funds were also used to purchase equipment to update instruction in new technologies.
	COLSTRIP SCHOOL DIST. #19 LOCAL APPLICATION - BASIC GRANT 75%			
* Subtotal *		43710.00	290	
* BG BG050	COLUMBIA FALLS HIGH SCHOOL	25246.00	703	A comprehensive vocational career counseling program. The program provided priority assistance to special needs students.
	COLUMBIA FALLS HIGH SCHOOL LOCAL APPLICATION - BASIC GRANT 75%			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		25246.00	703	
* BG BG070	COLUMBUS HIGH SCHOOL COLUMBUS LOCAL APPLICATION - BASIC GRANT 75%	7669.00	66	Improved success of special population students and effort to achieve gender equity.
* Subsubtotal *		7669.00	66	
* BG BG053	CONRAD HIGH SCHOOL CONRAD LOCAL APPLICATION - BASIC GRANT 75%	6327.00	66	A project to increase enrollment in IA, Home Economics, and Agriculture classes.
* Subsubtotal *		6327.00	66	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM CORVALLIS LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM CULBERTSON LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG043	CUT BANK HIGH SCHOOL CUT BANK LOCAL APPLICATION	0.00	0	
* Subsubtotal *		0.00	0	
* BG	DARBY HIGH SCHOOL			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BG026	DARBY HIGH SCHOOL LOCAL APPLICATION	9270.59	95	Home Ec: Students developed problem solving skills, life skills, & productive work habits to help them succeed in Vo-Ed programs. IA: computers and software programs were made available to students so they could gain technical skills. Business: Students were able to develop skills in word processing with the acquisition of computers & up to date software.
* Subsubtotal *				
		9270.59	95	
* BG BG055	POWELL CO. HIGH SCHOOL DEER LODGE LOCAL APPLICATION - BASIC GRANT 75%	17851.37	49	A project to expand technological areas in agriculture.
* Subsubtotal *				
		17851.37	49	
* BG BG038	DENTON HIGH SCHOOL LOCAL APPLICATION	3967.00	75	Supplies were purchased to help integrate science into agriculture education.
* Subsubtotal *				
		3967.00	75	
* BG BG008	BEAVERHEAD CO. HIGH SCHOOL DILLON LOCAL APPLICATION	18679.00	289	To provide special populations with skills and abilities to use current technologies in industry. Upgrade the program with computers for student use in telecommunications. Improve and increase VSO student activities & involvement.
* Subsubtotal *				
		18679.00	289	
* BG BG037	DODSON HIGH SCHOOL LOCAL APPLICATION	0.00	0	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		0.00	0	
* BG BG056	DRUMMOND PUBLIC SCHOOLS DRUMMOND LOCAL APPLICATION - BASIC GRANT 75%	2804.00	50	A nontraditional careers program for students in Tech Ed and Home Economics.
* Subsubtotal *		2804.00	50	
* BG BG073	DUTTON PUBLIC SCHOOLS LOCAL APPLICATION - BASIC GRANT 75%	1405.00	42	The funds were used to expand the computer assisted career guidance services to vocational students.
* Subsubtotal *		1405.00	42	
* BG BG108	CARTER CO. H.S. EVALAKA BASIC GRANT - LOCAL APPLICATION	9752.00	50	Vocational instruction and career guidance services were provided to students on updated equipment. Funds were also used to update curriculum.
* Subsubtotal *		9752.00	50	
* BG BG005	LINCOLN COUNTY LINCOLN COUNTY HIGH SCHOOL EUREKA LOCAL APPLICATION	9591.00	514	Counseling: Students developed career papers and each grade level completed and upgraded a 4 year career plan. HE: The students had the opportunity to develop communications skills necessary for acquiring and keeping employment. The average increase of skills by the students was 27.6%. Bus: Students developed keyboarding skills needed for employment and personal use, and developed ability to use the computer invarious applications.
* Subsubtotal *		9591.00	514	
* BG	FAIRFIELD SCHOOL			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BG052	FAIRFIELD SCHOOL DIST. #21 FAIRFIELD LOCAL APPLICATION - BASIC GRANT 75%	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG022	FAIRVIEW FAIRVIEW CONSOLIDATED SCHOOL FAIRVIEW LOCAL APPLICATION	5753.00	30	A new class called Intro to Technology was implimented. In the Intro to Tech class only one student from special population obtained a grade below 80% (it was 79%). Eleven of the 12 students have chosen to continue in Vo-Ed classes.
* Subsubtotal *		5753.00	30	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM FLAXVILLE LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG031	FLORENCE-CARLTON FLORENCE-CARLTON SCHOOL FLORENCE LOCAL APPLICATION	6662.00	80	COUNSELING: Career explorations and decision making program. BUSINESS: Expansion of keyboarding instruction.
* Subsubtotal *		6662.00	80	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM FORSYTH LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG	FORT BENTON			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BG041	FORT BENTON SCHOOLS FORT BENTON LOCAL APPLICATION	10310.00	16	Basic grants funds were used to upgrade equipment and improve the enrollment of special populations in Home Ec and Technology education. An 8 period day was added to alleviate schedule conflicts and allow more students to enroll in Vo-Ed while at the same time meet their graduation requirements. Electronics increased from 3 to 18 students and lHome Ec went from 10 to 17.
* Subsubtotal *		10310.00	16	
* BG BG116	FRAZER PUBLIC SCHOOL FRAZER BASIC GRANT - LOCAL APPLICATION	9737.00	17	Up-to-date equipment was made available for student use so that they could be prepared on current technology and developed skills needed in an office setting.
* Subsubtotal *		9737.00	17	
* BG BG012	FRENCHTOWN HIGH SCHOOL FRENCHTOWN LOCAL APPLICATION	4982.00	96	Students completed 6 design programs, three robotic arms, and began programming them.
* Subsubtotal *		4982.00	96	
* BG BG075	FROID PUBLIC SCHOOLS FROID LOCAL APPLICATION - BASIC GRANT 75%	790.00	16	The grant was used to purchase equipment to improve instruction in Business education.
* Subsubtotal *		790.00	16	
* BG BGC033	BRIDGER H.S. FROMBERG LOCAL APPLICATION/C2	0.00	0	
* Subsubtotal *		0.00	0	
* BG	LEWISTOWN SCHOOL			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BGC084	LEWISTOWN SCHOOL DIST. GEYSER LOCAL APPLICATION/C1	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG072	GLASGOW HIGH SCHOOL GLASGOW LOCAL APPLICATION - BASIC GRANT 75%	12594.00	317	
* Subsubtotal *		12594.00	317	
* BG BG117	DAWSON COUNTY H.S. GLENDIVE BASIC GRANT - LOCAL APPLICATION	17961.00	28	Students demonstrated understanding of working drawings and the principles of using working drawings. The CAP system is being used and computers acquired through the grant are used. This was the 1st year of the project - no \$ of change.
* Subsubtotal *		17961.00	28	
* BG BGC084	LEWISTOWN SCHOOL DIST. GRASS RANGE LOCAL APPLICATION/C1	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG087	GREAT FALLS SCHOOL DIST. 1 & A GREAT FALLS LOCAL APPLICATION - BASIC GRANT 75%	165390.13	463	Funds were used to employ a Special Needs Facilitator and Employability Specialist to improve retention of special need students in vocational classes and improve their employability. Career counseling was provided 390 high school students and 73 adults. Funds were also used to upgrade career counseling materials and vocational curriculum. The focus of this project has been on career counseling. The objective has been to increase enrollment of both special populations and other students in vocational classes. A 5% increase has resulted.

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		165390.13	463	
* BG BG122	HAMILTON H.S. HAMILTON BASIC GRANT - LOCAL APPLICATION	26278.00	102	The project provided opportunities for students to possess the skills and knowledge of current technology necessary to succeed in a trade and industrial occupation.
* Subsubtotal *		26278.00	102	
* BG BG051	HARDIN HIGH SCHOOL HARDIN HIGH SCHOOL LOCAL APPLICATION - BASIC GRANT 75%	35197.46	30	A career guidance program for at-risk students.
* Subsubtotal *		35197.46	30	
* BG BG058	HARLEM JR/SR HIGH SCHOOL HARLEM LOCAL APPLICATION - BASIC GRANT 75%	21625.00	121	Vocational guidance and enhanced faculty cooperation.
* Subsubtotal *		21625.00	121	
* BG BG105	HARLOWTON PUBLIC HARLOWTON PUBLIC SCHOOLS BASIC GRANT - LOCAL APPLICATION %	6876.58	70	Funds were used to purchase modern equipment for vocational programs and to provide instruction travel for the teacher. These funds were used for the Ag and Homeconomics programs
* Subsubtotal *		6876.58	70	
* BG BG071	HAVRE HIGH SCHOOL HAVRE HIGH SCHOOL LOCAL APPLICATION - BASIC GRANT 75%	54957.44	71	The numbers on this project are a combined total for all programs. Aides for Special Ed students and support for Voc. Ed through provision of a learning lab.

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		54957.44	71	
* BG BG014	HAYS LODGE POLE SCHOOLS HAYS LOCAL APPLICATION	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG064	HEART BUTTE SCHOOL HEART BUTTE LOCAL APPLICATION - BASIC GRANT 75%	8020.09	78	Provide access to Ag Ed for special population students and for male and female students alike.
* Subsubtotal *		8020.09	78	
* BG BG015	HELENA SCHOOL HELENA SCHOOL DIST. NO.1 HELENA LOCAL APPLICATION	91280.00	0	Students participated in "Career Centers" to learn about career choices and job readiness. Students improved academic skills and developed skills on up to date technology.
* Subsubtotal *		91280.00	0	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM HINSDALE LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG044	HOBSON PUBLIC SCHOOL HOBSON LOCAL APPLICATION	3634.00	11	Mainstreaming of Chapter 1 and Special Ed students into Agriculture and Business.
* Subsubtotal *		3634.00	11	

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BG083	HYSHAM PUBLIC HYSHAM PUBLIC SCHOOLS HYSHAM LOCAL APPLICATION - BASIC GRANT 75%	5025.98	39	Funds were used to purchase a computer and software to improve instruction in agricultural education.
* Subsubtotal *		5025.98	39	
* BG BG025	JOLIET HIGH SCHOOL JOLIET HIGH SCHOOL JOLIET LOCAL APPLICATION	4691.00	100	State of the art technology and up to date materials were made available for students so they had the opportunity to receive instruction to more closely simulate the world of work.
* Subsubtotal *		4691.00	100	
* BG BG059	GARFIELD CO. HIGH SCHOOL GARFIELD CO. HIGH SCHOOL JORDAN LOCAL APPLICATION - BASIC GRANT 75%	9407.30	86	Networking computers in Vo-Ed to promote career awareness and gender equity.
* Subsubtotal *		9407.30	86	
* BG BGC084	LEWISTOWN SCHOOL LEWISTOWN SCHOOL DIST. JUDITH GAP LOCAL APPLICATION/C1	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG098	FLATHEAD HIGH SCHOOL FLATHEAD HIGH SCHOOL KALISPELL LOCAL APPLICATION - BASIC GRANT 75%	74413.39	0	AG: A project to assist special population students enrolled in agriculture education. IA: A CADD program to update the drafting program at Flathead H.S. and a project to incorporate technological equipment into the woods curriculum. T&I: A project to update the metal shop. Bus: updating of technology in business education. Counseling: A career counseling project for Flathead

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
H.S. Health Occupations: A Health Occupationala program at Flathead High School				
* Subsubtotal *		74413.39	0	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM LAMBERT LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG088	LAUREL HIGH SCHOOL LAUREL LOCAL APPLICATION - BASIC GRANT	15068.00	136	Funds were used to purchase computers to upgrade the Business education program.
* Subsubtotal *		15068.00	136	
* BG BG085	FERGUS HIGH SCHOOL LEWISTOWN LOCAL APPLICATION - BASIC GRANT 75%	42651.00	41	Funds were used to provide a job shadowing experience for Disadvantaged/Handicapped vocational students and to place students for employment through JTPA and HRDC. NOTE: Program review is well done.
BGC084	LEWISTOWN SCHOOL DIST. #1 LEWISTOWN LOCAL APPLICATION - BASIC GRANT 75% CONSORTIUM	0.00	0	
* Subsubtotal *		42651.00	41	
* BG BGC119	NORTHEASTERN MONT. LIBBY LOCAL APPLICATION/C3	0.00	0	

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		0.00	0	
* BG BG109	LIMA H.S. LIMA H.S. LIMA BASIC GRANT - LOCAL APPLICATION	1282.00	21	Tech Ed. equipment to encourage female enrollment.
* Subsubtotal *		1282.00	21	
* BG BG032	PARK HIGH SCHOOL PARK HIGH SCHOOL LOCAL APPLICATION	20009.60	168	Vocational awareness support for handicapped students in vocational education.
* Subsubtotal *		20009.60	168	
* BG BG106	LODGE GRASS H.S. LODGE GRASS H.S. BASIC GRANT - LOCAL APPLICATION	20608.00	152	Upgrade Business Ed. curriculum. This is the first year percentages applicable next year.
* Subsubtotal *		20608.00	152	
* BG BG009	MALTA HIGH SCHOOL MALTA HIGH SCHOOL LOCAL APPLICATION	12700.00	79	Current Technology was made available to Business students. Pre and Post test results show 100% of the males improved in their skill which is 8% over last year. 100% of the females showed improvement - same as last year.
* Subsubtotal *		12700.00	79	
* BG BG013	MANHATTAN PUBLIC MANHATTAN PUBLIC HIGH SCHOOL LOCAL APPLICATION	5809.00	0	Pre & Post tests established an increase in knowledge and competencies in the part of students enrolled in the Home Ec classes funded by the grant.
* Subsubtotal *		5809.00	0	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BG078	MEDICINE LAKE MEDICINE LAKE SCHOOLS MEDICINE LAKE LOCAL APPLICATION - BASIC GRANT 75%	6111.00	44	Minor equipment was purchased to provide up-to-date instruction in word processing, data base management and computerize career information
* Subsubtotal *		6111.00	44	
* BG BG113	MELSTONE H.S. MELSTONE H.S. BASIC GRANT - LOCAL APPLICATION	1169.00	26	Funds were used to purchase a computer to introduce computer application in the Agricultural Education program.
* Subsubtotal *		1169.00	26	
* BG BG049	CUSTER CO. DIST CUSTER CO. DIST HIGH SCHOOL MILES CITY LOCAL APPLICATION - BASIC GRANT 75%	35684.74	442	A project to automate the Automechanics program to improve the Agriculture program. A Vocational Technology center for all vocational areas at Custer High School.
* Subsubtotal *		35684.74	442	
* BG BG057	MISSOULA CO. HIGH MISSOULA CO. HIGH SCHOOLS MISSOULA LOCAL APPLICATION	154773.00	244	This is a combined total enrollment for all programs. ADULT VOC. MATH; Remedial math program for disadvantaged adult vocational students. Adult Prevocational E.S.L. program. H.S. PREVOC.; E.S.L. services and job seeking instruction for High School L.E.P. Students. Prevocational E.S.L. instruction for Middle School L.E.P. students. Prevocational services for Handicapped students. TECH ED; Expanded Technology education curriculum and upgrading of equipment.
* Subsubtotal *		154773.00	244	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BGC084	LEWISTOWN SCHOOL DIST. MOORE LOCAL APPLICATION/C1	0.00	0	
* Subsubtotal *		0.00	0	
* BG BGC091	NASHUA SCHOOL DIST. 13 & 13E NASHUA LOCAL APPLICATION - BASIC GRANT 75%	3283.00	21	Computerized career guidance services were provided to vocational students.
* Subsubtotal *		3283.00	21	
* BG BGC106	OPHEIM HIGH SCHOOL OPHEIM LOCAL APPLICATION	1333.00	15	Students gain insight into their abilities and interest through testing. This information provides them with information to select training and careers.
* Subsubtotal *		1333.00	15	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM PABLO LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BGC047	PARK CITY SCHOOLS PARK CITY LOCAL APPLICATION	5438.00	13	Upgrading equipment in Business Education.
* Subsubtotal *		5438.00	13	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM PEERLESS LOCAL APPLICATION/C3	0.00	0	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		0.00	0	
* BG BG006	GRANITE HIGH SCHOOL PHILIPSBURG LOCAL APPLICATION	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG021	PLAINS SCHOOL DIST. #1 PLAINS LOCAL APPLICATION	4962.00	28	Bus: The students developed computerized accounting skills & performed at 80% accuracy. Tech Ed: Students researched, designed, built & demonstrated construction techniques in a sequential order from simple to complex technological development. Guidance: Students research a topic and reorted on options available for additional schoolsin and/or work.
* Subsubtotal *		4962.00	28	
* BG BG002	PLENTYWOOD HIGH SCHOOL PLENTYWOOD LOCAL APPLICATION	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG093	PLEVNA PUBLIC PLEVNA PUBLIC SCHOOLS LOCAL APPLICATION - BASIC GRANT 75%	4499.00	19	Funds were used to update laboratory equipment to reflect modern technology.
* Subsubtotal *		4499.00	19	
* BG BG060	POLSON HIGH SCHOOL POLSON HIGH SCHOOL LOCAL APPLICATION GRANT 75%	24996.26	89	Upgrade the drafting program equipment with computer equipment building trades program improvement and math

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
integration. Perkins funds not used in TE last year.				
* Subsubtotal *		24996.26	89	
* BG BG027	POPLAR HIGH SCHOOL POPLAR HIGH SCHOOL LOCAL APPLICATION	23582.00	147	The project was designed to improve vocational/special population academic achievement. Fifty six percent of the students improved grades. Retention of special populations in vocational classes improved by 14%.
* Subsubtotal *		23582.00	147	
* BG BG120	POWER PUBLIC SCHOOLS POWER PUBLIC SCHOOLS BASIC GRANT - LOCAL APPLICATION	534.00	16	Equipment was purchased so that the classroom could receive satellite transmissions of programs and information otherwise unavailable to students.
* Subsubtotal *		534.00	16	
* BG BG061	PLENTY COUPS HIGH SCHOOL PLENTY COUPS HIGH SCHOOL PRYOR LOCAL APPLICATION - BASIC GRANT 75%	5642.00	41	Computer networking in the business classroom.
* Subsubtotal *		5642.00	41	
* BG BGC063	REEDPOINT H.S. REEDPOINT H.S. RAPELJE LOCAL APPLICATION/C4	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG017	RED LODGE HIGH SCHOOL RED LODGE HIGH SCHOOL LODGE LOCAL APPLICATION	0.00	0	

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		0.00	0	
* BG BGC063	REEDPOINT H.S. REEDPOINT H.S. REEDPOINT LOCAL APPLICATION/C4	2193.00	14	This is a Consortium with Raplje. All fiscal figures are reported on Reedpoint Grant. Expansion of Tech Ed. program..better serving handicapped students.
* Subsubtotal *		2193.00	14	
* BG BGC119	NORHTEASTERN MONT. NORHTEASTERN MONT. COSORTIUM RICHEY LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG115	ROBERTS H.S. ROBERTS H.S. ROBERTS BASIC GRANT - LOCAL APPLICATION	1887.50	59	Upgrading drafting program to include CAD/CAM.
* Subsubtotal *		1887.50	59	
* BG BG003	RONAN HIGH SCHOOL RONAN HIGH SCHOOL RONAN LOCAL APPLICATION	36055.00	68	Each student completed an introduction of CADD unit and achieved 70% or better, completed coursework assignments, and developed printouts of completed drawings.
* Subsubtotal *		36055.00	68	
* BG BGC084	LEWISTOWN SCHOOL LEWISTOWN SCHOOL DIST. ROUNDUP LOCAL APPLICATION/C1	26305.00	61	Funds were used to develop student transitional plans, career exploration, and job readiness skills. Handicapped/Disadvantage students were placed in paid work experience.

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* Subsubtotal *		26305.00	61	
* BG BG004	BLUE SKY SCHOOLS BLUE SKY SCHOOLS RUDYARD LOCAL APPLICATION	0.00	0	CANCELED
* Subsubtotal *		0.00	0	
* BG BG080	SACO PUBLIC SCHOOL SACO PUBLIC SCHOOL LOCAL APPLICATION - BASIC GRANT 75%	1479.00	10	Vocational instruction was provided to teach disadvantaged students in keyboarding, word processing, data base and spreadsheet.
* Subsubtotal *		1479.00	10	
* BG BG100	CENTERVILLE HIGH CENTERVILLE HIGH SCHOOL SAND COULEE LOCAL APPLICATION - BASIC GRANT 75%	3803.00	49	A project to provide Montana career information and vocational counseling to Centerville students.
* Subsubtotal *		3803.00	49	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM SAVAGE LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG036	SCOBEY HIGH SCHOOL SCOBEY HIGH SCHOOL LOCAL APPLICATION	8049.00	80	Software was purchased to introduce word processing and accounting. A computer and software were purchased to implement computer assisted drafting.
* Subsubtotal *		8049.00	80	

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BG054	SHELBY HIGH SCHOOL SHELBY HIGH SCHOOL LOCAL APPLICATION - BASIC GRANT 75%	20361.00	182	A project to provide career assessment for vocational students.
* Subsubtotal *		20361.00	182	
* BG BG018	SHEPHERD SCHOOL SHEPHERD SCHOOL DIST. NO. 37 SHEPHERD LOCAL APPLICATION	5830.00	19	Students developed skills on high tech welding equipment.
* Subsubtotal *		5830.00	19	
* BG BG046	SHERIDAN HIGH SHERIDAN HIGH SCHOOL LOCAL APPLICATION	1800.00	54	Business Ed program improvements and curriculum update.
* Subsubtotal *		1800.00	54	
* BG BG010	SIDNEY HIGH SCHOOL SIDNEY HIGH SCHOOL LOCAL APPLICATION	26086.00	352	HE: Students increased their vocational education, home management, and life skills. Materials were made available to help the students in these areas. AG: Students had equipment to efficiently plant, care for and harvest their crops in a safe and profitable manner. Bus: Students developed skills and abilities on computers using vocational skills.
* Subsubtotal *		26086.00	352	
* BG BG035	FORT SHAW-SIMMS FORT SHAW-SIMMS SCHOOL LOCAL APPLICATION	10927.00	160	Use of career information system and curriculum upgrading. Guidance and counseling for disadvantaged "at risk" students
* Subsubtotal *		10927.00	160	

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BG111	ST. REGIS PUBLIC SCHOOLS ST. REGIS BASIC GRANT - LOCAL APPLICATION	1760.00	36	Newsletters were sent to inform all vocational students of services. Students were given time to use the resources. Counselors worked with students in using career information and making career choices.
* Subsubtotal *		1760.00	36	
* BG BG067	STANFORD PUBLIC SCHOOL STANFORD LOCAL APPLICATION - BASIC GRANT 75%	6788.00	37	Enhanced academic competency achieved for special pop. students
* Subsubtotal *		6788.00	37	
* BG BG110	STEVENSVILLE H.S. STEVENSVILLE BASIC GRANT - LOCAL APPLICATION	16728.00	97	As a result of this grant the gender balance was substantially improved in the Agriculture Education program. Also, equipment reflecting modern technology was purchased to improve curriculum in the program. Female enrollment improved from 14% of enrollment to 26%.
* Subsubtotal *		16728.00	97	
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM SUNBURST LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG034	SUPERIOR HIGH SCHOOL SUPERIOR LOCAL APPLICATION	6320.00	63	Job readiness and career planning.
* Subsubtotal *		6320.00	63	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BGC119	NORTHEASTERN MONT. CONSORTIUM	0.00	0	
	TERRY			
	LOCAL APPLICATION/C3			
* Subsubtotal *		0.00	0	
* BG BG007	THOMPSON FALLS HIGH SCHOOL	7393.00	212	The program provided handicapped and disadvantaged students with an exposure to keyboarding and word processing skills through use of computers.
	THOMPSON FALLS LOCAL APPLICATION			
* Subsubtotal *		7393.00	212	
* BG BG039	BROADWATER CO. HIGH SCHOOL	13587.00	114	Basic grant funds were used to upgrade equipment and improve career counseling with a computerized system. This project was used for Home Economics, Business and Office, Technology Education, and Guidance.
	TOWNSEND LOCAL APPLICATION			
* Subsubtotal *		13587.00	114	
* BG BG082	TROY PUBLIC SCHOOL	9657.15	138	Expanded career guidance and counseling was provided to handicapped and disadvantaged students. Also 4 handicapped students were placed in the work place this year.
	LOCAL APPLICATION - BASIC GRANT 75%			
* Subsubtotal *		9657.15	138	
* BG BG118	TWIN BRIDGES H.S.	5147.00	31	Business Ed. program improvement.
	TWIN BRIDGES H.S. BRIDGES			
	BASIC GRANT - LOCAL APPLICATION			
* Subsubtotal *		5147.00	31	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* BG BG066	VALIER PUBLIC VALIER PUBLIC SCHOOLS VALIER LOCAL APPLICATION - BASIC GRANT 75%	4187.45	117	Integrated career guidance.
* Subsubtotal *		4187.45	117	
* BG BG019	VICTOR HIGH SCHOOL VICTOR HIGH SCHOOL VICTOR LOCAL APPLICATION	7312.00	113	Bus: Students were able to develop skills in the Desktop Publishing field. 100% of the students passed and demonstrated knowledge & skill on objective tests & demonstration projects. Updated equipment allowed students to develop skills in word processing appropriate for employment. HE: Up to date equipment provided students the opportunity to develop skills appropriate for todays needs. They demonstrated ability to file recipes, revise recipes, print public relations articles and personal resumes.
* Subsubtotal *		7312.00	113	
* BG BG097	WEST YELLOWSTONE WEST YELLOWSTONE DIST. #69 WEST YELLOWSTONE LOCAL APPLICATION - BASIC GRANT 75%	1324.00	62	A program to improve the Business Education and Home Economics food programs. A project to also put CAD into the IA program.
* Subsubtotal *		1324.00	62	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM WESTBY LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG	WHITE SULPHUR			

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
BG112	WHITE SULPHUR SPRINGS H.S. WHITE SULPHUR SPRINGS BASIC GRANT - LOCAL APPLICATION	7358.41	95	Improving access to program and enhancing success of special population students.
* Subsubtotal *		7358.41	95	
* BG BG030	WHITEFISH HIGH SCHOOL WHITEFISH LOCAL APPLICATION	15872.50	81	COUNSELING: Work-study for handicapped students. HOME EC, TECH ED, BUSINESS: Job readiness support for disadvantaged students.
* Subsubtotal *		15872.50	81	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM WHITEWATER LOCAL APPLICATION/C3	0.00	0	
* Subsubtotal *		0.00	0	
* BG BGC119	NORTHEASTERN MONT. NORTHEASTERN MONT. CONSORTIUM WIBAUX LOCAL APPLICATION	0.00	0	
* Subsubtotal *		0.00	0	
* BG BG079	WINIFRED PUBLIC WINIFRED PUBLIC SCHOOL WINIFRED LOCAL APPLICATION - BASIC GRANT 75%	2148.00	27	A dust collection system was purchased to allow access to agriculture education (mechanics) for a student with a respiratory ailment.
* Subsubtotal *		2148.00	27	
* BG	WINNETT SCHOOLS			

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BG068	WINNETT SCHOOLS WINNETT LOCAL APPLICATION - BASIC GRANT 75%	5243.03	44	Career guidance for students, enhanced with computer equipment and software.
* Subsubtotal *				
		5243.03	44	
* BG	WOLF POINT SCH.			
BG029	WOLF POINT SCH. DIST 45 & 45a	20025.10	16	Students developed computer & business skills appropriate for employment & personal use.
	WOLF POINT LOCAL APPLICATION			
* Subsubtotal *				
		20025.10	16	
* BG	HUNTLEY PROJECT			
BG024	HUNTLEY PROJECT SCHOOLS WORDEN LOCAL APPLICATION	8119.00	102	Home Ec: The program has been updated and changed to increase the number of males participating. Male participation is up by 11%. IA/Vo Ag: The objective to increase the number of females participating in Vo Ag was not met. Other methods to attract female students will be sought out. The number of disadvantaged students remained the same. The number of handicapped students involved in the program increased. Business: Disadvantaged students were encouraged to participate in Business Ed & the VSO of Bus. Prof. of America. The # of Disadvantaged students participating increased by 12%.
* Subsubtotal *				
		8119.00	102	
** Subtotal **		1965989.85	16311	
*** Total ***		1965989.85	16311	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
** SL				
* SLC020	ARLEE SCHOOL ARLEE SCHOOL ARLEE INTEGRATING TECHNOLOGY INTO AGRICULTURAL EDUCATION: A CURRICULUM MODEL, BUILDING FOR THE FUTURE	44431.55	51	This grant purchased equipment to modernize the agricultural education program. As a result a modern new curriculum was adapted and the program can now be used as an example for other schools.
* Subsubtotal *		44431.55	51	
** Subtotal **		44431.55	51	
** S				
* S018	BIG SANDY SCHOOL BIG SANDY SCHOOL DIST. 2 & 11 BIG SANDY TRAINING/RETRAINING SINGLE PARENTS/HOMEOWNERS WITH COMPUTER SKILLS FOR EMPLOYMENT	8979.75	28	A computer training program for single parent/displaced homemakers at Big Sandy H.S.
* Subsubtotal *		8979.75	28	
** Subtotal **		8979.75	28	
** SL				
* SLC021	MONTANA STATE MONTANA STATE UNIVERSITY BOZEMAN HOME ECONOMICS CURRICULUM FOCUSED ON FAMILY LIFE EDUCATION	16054.39	66	Sixty-four home economics teachers were inserviced in the use of a Family Life Curriculum composed of two major divisions: Life Management and Relationships. One hundred percent of these teachers reported in May 1993 that they had revised their Family Life Curriculum as a result of the inservice provided.
SLC023	MONTANA STATE UNIVERSITY BOZEMAN DEVELOPMENT OF A PROGRAM PLANNING GUIDE FOR INDUSTRIAL AND TECHNOLOGY EDUCATION IN	10133.00	26	This is a one year project unable to get percentages. Development of a program planning guide for industrial and technology education in Montana.

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MONTANA				
SLP024	MONTANA STATE UNIVERSITY BOZEMAN ASSESSMENT OF ACADEMIC AND OCCUPATIONAL SKILL DEVELOPMENT OF MONTANA VOCATIONAL STUDENTS.	22269.88	260	Learner outcomes were grouped and categorized for agricultural education. A workshop was presented to agriculture teachers on different modes of assessment. Eleven vocational teachers participated in state-wide assessment workshops. A national telecast on assessment was recorded and distributed to all secondary vocational programs.
SLP025	MONTANA STATE UNIVERSITY BOZEMAN PROFESSIONAL AND EDUCATIONAL DEVELOPMENT FOR MONTANA VOCATIONAL EDUCATION TEACHERS	17351.33	36	A statewide 2 day vocational conference was conducted for teachers, both secondary and post secondary, administrators, teacher educators and state staff. Postsecondary attending were 146 males, 164 females, total of 310.
SLC026	MONTANA STATE UNIVERSITY BOZEMAN DISSEMINATION OF APPLIED BIOLOGY/CHEMISTRY TO MONTANA VOCATIONAL EDUCATION PROGRAMS: PHASE III	18726.00	2856	Funds were used to integrate academics (Science) into Home Economics and Agriculture education. A total of 438 instructional units (applied biology, chemistry) were distributed to 154 different teachers. Two workshops were conducted to inservice teachers on the use of the curriculum materials (65 teachers attended). Total numbers include post secondary.
SLP027	MONTANA STATE UNIVERSITY BOZEMAN MEETING THE PROFESSIONAL NEEDS OF MONTANA AGRICULTURAL AND TECHNOLOGY EDUCATION THROUGH INSERVICE ACTIVITIES	17080.77	941	This project provided inservice training for Ag Ed and Tech Ed. teachers. It also provided vocational activities for secondary students through contests and career exploration activities.
* Subsubtotal *		101615.37	4185	
* SL SLC022	COLLEGE STATION AN INVESTIGATION INTO THE NON-PROGRAMMATIC DELIVERY OF EDUCATION IN MONTANA'S SECONDARY SCHOOLS	10028.00	35	The project identified individuals who are involved in integrating and implementing curricula. Implementation strategies were identified by the panel and explanation of how they are implemented and why they are effective and their value to education.
* Subsubtotal *		10028.00	35	

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* SL SLP028	COLSTRIP H.S. COLSTRIP MONTANA VOCATIONAL AGRICULTURE TEACHERS' ASSOCIATION STATE LEADERSHIP CONFERENCE	15000.00	65	The funds were used to provide a state-wide, week long leadership conference to provide inservice training to Montana agriculture education teachers.
* Subsubtotal *		15000.00	65	
* SL SLC029	LINCOLN COUNTY LINCOLN COUNTY H.S. EUREKA INTEGRATION OF ACADEMIC AND VOCATIONAL CURRICULA IN A MODULAR BASED COMMUNICATION TECHNOLOGY PROGRAM.	25736.52	51	Design and compose a gender equity module based communication tech program.
* Subsubtotal *		25736.52	51	
** Subtotal **		152379.89	4336	
** S S019	YOUNG PARENTS' ED. YOUNG PARENTS' ED. CTR., INC. GREAT FALLS PREVOCATIONAL OUTREACH PROJECT FOR SINGLE PREGNANT AND PARENTING STUDENTS	10679.00	84	A teen parent program for Great Falls schools.
* Subsubtotal *		10679.00	84	
** Subtotal **		10679.00	84	
** SL SLC030	HELENA SCHOOL HELENA SCHOOL DIST. NO. 1 HELENA TO IMPLEMENT MODELS FOR INTEGRATING ACADEMIC AND VOCATIONAL CURRICULA TO	14005.00	2498	Vocational students were provided opportunities to develop occupational, academic, and higher order skills needed to function effectively in todays world. Pre and post tests were administered to demonstrate progress.

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RESTRUCTURE THE SECONDARY SCHOOL				
SLT031	OPI HELENA	0.00	0	
*	Subsubtotal *	14005.00	2498	
**	Subtotal **	14005.00	2498	
***	Total ***	230475.19	6997	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
** GE				
* GE020	W.O.R.D., INC. MISSOULA W.O.R.D., INC. FUTURE: A VOC. PREP. PROG. FOR PREGNANT & PARENTING ADOLESCENTS	35000.00	40	A vocational preparation program for pregnant and parenting teens.
* Subsubtotal *				
		35000.00	40	
* GE021	SUPERIOR HIGH SCHOOL SUPERIOR INCREASED GENDER EQUITABLE ENROLLMENT IN TECHNOLOGY EDUCATION TRAINING	17390.00	61	A project to increase female enrollment in Tech Ed.
* Subsubtotal *				
		17390.00	61	
** Subtotal **				
		52390.00	101	
*** Total ***				
		52390.00	101	

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PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
** CHE				
* CHD025	ARLEE SCHOOLS ARLEE SCHOOLS ARLEE CULTURAL ARTS, COTTAGE INDUSTRIES, AND TOURISM: AN ENTREPRENEURSHIP PROGRAM FOR THE CHANGING MONTANA ECONOMY	17462.00	98	An entrepreneurship class was developed and entrepreneurship units were integrated into existing home economics classes. Students had the opportunity to interview local businesses and develop their own home economics related skill to build a home-based business around.
* Subsubtotal *		17462.00	98	
* CHR026	BIG SANDY H.S. BIG SANDY H.S. BIG SANDY NEW AND SPECIALIZED EQUIPMENT FOR CURRICULUM DEVELOPMENT IN A DISADVANTAGED AREA --- COOKING	0.00	0	
CHR027	BIG SANDY H.S. BIG SANDY H.S. BIG SANDY NEW AND SPECIALIZED EQUIPMENT FOR CURRICULUM DEVELOPMENT IN A DISADVANTAGED AREA --- SEWING	0.00	0	
* Subsubtotal *		0.00	0	
* CHR028	JEFFERSON H.S. JEFFERSON H.S. BOULDER UPGRADING AND EXPANDING OF FOODS AND NUTRITION AND CLOTHING AND TEXTILES CURRICULUM	5692.00	96	Six computers were upgraded, a 5-thread serger with differential feed was purchased, nutrient analysis software was purchased for the food science class and several instructional videotapes were purchased.
* Subsubtotal *		5692.00	96	
* CHL029	MONTANA STATE MONTANA STATE UNIVERSITY BOZEMAN LEADERSHIP DEVELOPMENT FOR FHA	0.00	0	

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CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
DISTRICT OFFICERS				
* Subsubtotal *		0.00	0	
* CHE CHL030	CASCADE PUBLIC SCHOOL CASCADE "TALK OF THE STATE", COMMUNICATING HOME ECONOMICS SUBJECT MATTER, LEADERSHIP TRAINING AND FHA/HERO PROJECT IDEAS TO CHAPTERS	3032.00	1349	Three issues of the TALK OF THE STATE newsletter were distributed to all eighty-five FHA/HERO Chapters. The home economics topics of self esteem, family, community, and life management were highlighted in the issues. Individual chapters submitted articles about their chapter activities relative to these topics.
* Subsubtotal *		3032.00	1349	
* CHE CHD031	CHOTEAU H.S. CHOTEAU PURCHASE OF SERGERS AT THE CHOTEAU HOME ECONOMICS DEPARTMENT, CHOTEAU HIGH SCHOOL	1600.00	57	98% (47 of 48) of the secondary students enrolled in the clothing design class made competency gains from their pre to their post test score relative to threading, adjusting and sewing with a serger sewing machine. 71% (34) of the students were able to demonstrate a balanced stitch sample and 100% of the students completed a project with the serger.
* Subsubtotal *		1600.00	57	
* CHE CHR032	CORVALLIS H.S. CORVALLIS IT'S SEW EASY WITH COMPUTERS	0.00	0	
* Subsubtotal *		0.00	0	
* CHE CHD033	CARTER CO. H.S. EKALAKA C.C.H.S. HOME ECONOMICS DEPARTMENT UPDATE OF EQUIPMENT AND RESOURCES	2063.00	34	The home economics teacher attended a seminar on professional fitting techniques for clothing construction and implemented them in her instruction with students and in an adult education class.
* Subsubtotal *		2063.00	34	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* CHE CHR034	FAIRFIELD H.S. FAIRFIELD PROVIDING STUDENTS WITH VOCATIONAL CAREER SKILLS USING ADVANCED TECHNOLOGICAL COMPUTER SKILLS.	0.00	0	
* Subsubtotal *		0.00	0	
* CHE CHR043	FLATHEAD H.S. KALISPELL UPDATE OF CURRICULUM FOR PREP FOR LIFE CLASS (FAMILY LIFE) AT FLATHEAD HIGH SCHOOL	1482.00	34	The Prep for Life Curriculum was updated with the purchase of videotapes, recent periodical information and the teacher attended a family life workshop.
CHR035	FLATHEAD H.S. KALISPELL TRAVEL FOR FASHION/FABRIC MERCHANDISING CURRICULUM AT FLATHEAD HIGH SCHOOL	5000.00	22	Twelve of 22 students in the Fashion Merchandising class travelled to New York to get a first-hand view of the fashion industry. 100% of the student evaluation indicated an increased consumer awareness of what to buy, when and why and an increase in awareness of fibers and characteristics. All students noted that the expectation they initially had were far exceeded when they actually visited Liz Claiborne's corporate office and witnessed the designing to marketing phases of the industry, talked with P.J. Clien, saw the CAD system in use and talked with costuren designer, Betty Williams.
CHR036	FLATHEAD H.S. KALISPELL "LIFE SKILLS" CURRICULUM FOR LASER SCHOOL	0.00	0	
CHR037	FLATHEAD H.S. KALISPELL TEEN PARENTING CURRICULUM	24675.73	24	Parenting skills and transitioning from a teenager to a teen with a child and career preparation was offered to 26 students. The dropout rate has remained constant at 19% from year 1 to year 2 of the project. However, in year 2, three of the 5 dropouts did enroll in the community GED program.
* Subsubtotal *		31157.73	80	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
* CHE CHD038	OPHEIM H.S. OPHEIM H.S. OPHEIM COMPUTER TECHNOLOGY IN DESIGN AND CLOTHING CONSTRUCTION	7256.00	12	The purchase of a Macintosh computer and compatible computerized electronic sewing machine enabled students to experiment with clothing design, perfect their creation and then produce the project they created.
* Subsubtotal *		7256.00	12	
* CHE CHD039	POWER SCHOOL DIST. #30 POWER INCORPORATING SATELLITE-DELIVERED PROGRAMMING ACROSS THE HOME ECONOMICS CURRICULUM	0.00	0	
* Subsubtotal *		0.00	0	
* CHE CHD040	SACO PUBLIC SCHOOL SACO PUBLIC SCHOOL SACO IMPROVING EXISTING HOME ECONOMICS AT SACO SCHOOL	17469.00	24	Access to technology was improved and transferable skills were reinforced for students in home economics with the addition of a computer, printer, serger, gas range, microwave and various computer software packages. Students were able to incorporate the learning they gained from the technology into services for the community which included operating a child care service and preparing meals for ten weeks for different community organizations.
* Subsubtotal *		17469.00	24	
* CHE CHR041	SIMMS H.S. SIMMS H.S. SIMMS TEAM TEACHING: ACADEMIC & LIFE SKILLS CURRIC.	0.00	0	
* Subsubtotal *		0.00	0	
* CHE	VALIER H.S.			

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
CHD042	VALIER H.S. VALIER INTEGRATION OF COMPUTER TECHNOLOGY AND HOME MANAGEMENT	3981.66	77	An IBM computer, monitor and printer were purchased. All students in both the Prep for Life and Interior Design classes used computer software and demonstrated working knowledge of concepts of household budgeting and costs associated with taking out a loan. Design students completed floorplans and Prep for Life students completed dietary analyses using respective software programs.
* Subsubtotal *		3981.66	77	
** Subtotal **		89713.39	1827	
*** Total ***		89713.39	1827	

FISCAL YEAR 1993 MONTANA SECONDARY PROJECTS
CARL PERKINS VOCATIONAL EDUCATION ACT

PROJECT NO.	ORGANIZATION/LOCATION TITLE	ACTUAL FEDERAL EXPENDS	TOTAL NUMBER SERVED	PROJECT DESCRIPTION
** TP				
* TP TP002	BILLINGS CAREER CENTER BILLINGS BILLINGS EDUCATION CENTER/BILLINGS CAREER ED.	78639.23	119	Establish a tech prep program in auto technology at the Billings Career Center and Vocation-Technical Center.
* Subsubtotal *				
		78639.23	119	
* TP TP005				
	GREAT FALLS VO GREAT FALLS VO TECH CENTER GREAT FALLS TECH PREP - A MODEL FOR CENTRAL MONTANA	0.00	0	
6) TP001				
	GREAT FALLS VO TECH CENTER GREAT FALLS TECH PREP-AMODEL FOR CENTRAL MONTANA	71135.35	0	The project is developing, defining and promoting a model Tech Prep program for central Montana. Articulation has taken place in courses leading to AA degrees or 2yr. certificate, in Business & Office Technology. Applied Academics as core curriculum is being explored. Inservice is taking place. Numbers will be available at the end of 1993-94.
* Subsubtotal *				
		71135.35	0	
** Subtotal **				
		149774.58	119	
*** Total ***				
		149774.58	119	

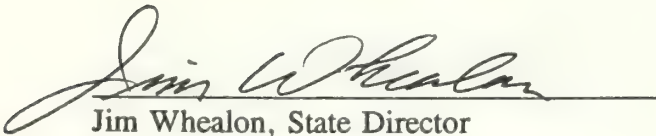
APPENDIX N

COOPERATIVE AGREEMENT
for
STATE EDUCATION COORDINATION GRANTS

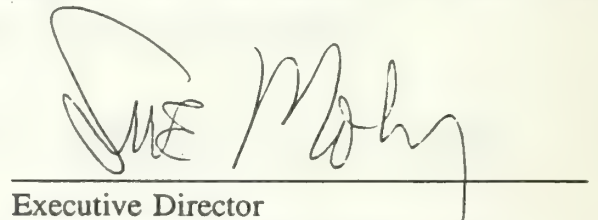
OFFICE OF PUBLIC INSTRUCTION
and
MONTANA JOB TRAINING PARTNERSHIP, INC.

1. The Office of Public Instruction and the Montana Job Training Partnership, Inc., on behalf of the two service delivery areas agree that the Office of Public Instruction shall be the sole recipient of JTPA 8 percent funds under the JTPA amendments of 1990 and will provide 8 percent funds to JTPA programs operators in the two service delivery areas of Montana as shown in Attachment A.
2. The Office of Public Instruction will conduct activities in the two service delivery areas which will:
 - Support literacy and lifelong learning for youth and adults.
 - Provide school-to-work transition programs for JTPA youth.
 - Facilitate coordination between job training and education service providers, and recognize demonstrated program effectiveness by program operations, by using case management approach for serving all JTPA participants.
3. The Office of Public Instruction will solicit program proposals from the communities which have adult basic education centers. Local education agencies, JTPA program operators, and other training program operators in each community will cooperatively design programs to address the priority activities listed above. The JTPA 8 percent funding will be allocated to communities contingent on submission of a community proposal which satisfies the minimum requirements including matching the JTPA 8 percent funds with non JTPA dollars.
4. Approved programs in each community will be funded for Program Year 1993-1994 as shown on attachment A.
5. The Office of Public Instruction, Montana Job Training Partnership and the Department of Labor and Industry will create a joint planning committee to consider future use of JTPA 8 percent funds, with representation from all agencies, the State Job Training Coordinating Council, and representative(s) from the JTPA service delivery Areas. The committee will be working not later than September, 1993.

6. This Cooperative Agreement shall govern JTPA 8 percent activities. Annual subgrant agreements (including annual Project Operating Plans) between the Department of Labor and Industry and the Office of Public Instruction shall be prepared based upon this Cooperative Agreement as well as other subgrants between JTPA service providers and MJTP in regard to the case management approach for coordination of services to all JTPA participants.

A handwritten signature in cursive script, reading "Jim Whealon", written over a horizontal line.

Jim Whealon, State Director
K-12 Vocational Education
Office of Public Instruction

A handwritten signature in cursive script, reading "DUE Mohy", written over a horizontal line.

Executive Director
Montana Job Training Program, Inc.

ATTACHMENT A

Program Funding Distribution JPTA Program Year 1993-1994

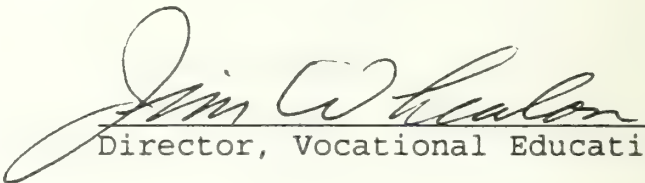
The following communities will receive during the program year a base allocation of \$30,000, plus a relative share of the remaining funds based on the economically disadvantaged population in the community. The amounts listed below do not include carry-over funds which might be available at a later date. The amounts to be distributed in PY1993 are subject to availability of federal funds.

Billings	\$69,217
Butte	\$45,723
Glendive	\$19,548
Miles City	\$19,548
Great Falls	\$63,487
Helena	\$48,731
Kalispell	\$51,955
Missoula	\$70,865
<hr/>	
TOTAL	\$389,074

LETTER OF AGREEMENT
SPECIAL EDUCATION
AND
VOCATIONAL EDUCATION

Special Education and Vocational Education in Montana have many common interests. Both programs could benefit from joint planning and coordination. Therefore, it is agreed between the two programs that they will assist each other in the development of their individual programs by sharing information, joint planning of services to avoid unnecessary duplication, and the maintaining of close communications.


Director, Special Education



Director, Vocational Education

LETTER OF AGREEMENT
ADULT EDUCATION
AND
VOCATIONAL EDUCATION

Adult Education and Vocational Education in Montana have many common interests. Both programs could benefit from joint planning and coordination. Therefore, it is agreed between the two programs that they will assist each other in the development of their individual programs by sharing information, joint planning of services to avoid unnecessary duplication, and the maintaining of close communications.



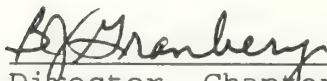
Director, Adult Education



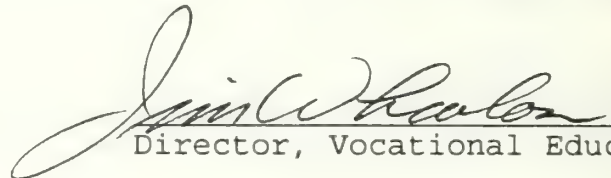
Director, Vocational Education

LETTER OF AGREEMENT
CHAPTER 1 SERVICES
AND
VOCATIONAL EDUCATION

Chapter 1 and Vocational Education in Montana have many common interests. Both programs could benefit from joint planning and coordination. Therefore, it is agreed between the two programs that they will assist each other in the development of their individual programs by sharing information, joint planning of services to avoid unnecessary duplication, and the maintaining of close communications.



Director, Chapter 1



Director, Vocational Education

CONTRACT

This contract is made and entered into by the Montana Superintendent of Public Instruction, State of Montana, hereinafter referred to as the "OPI": the Montana Department of Labor and Industry hereinafter referred to as "DLI": and North Dakota State College of Science, Outreach and Customized Training Services Division, Related Study Program, 800 North Sixth Street, Wahpeton, North Dakota 58076-0002, hereinafter referred to as the "Contractor." The parties to this Contract, in consideration of the mutual promises and conditions contained herein, agree as follows:

SECTION 1**PURPOSE:**

The purpose of this contract is to continue a program whereby individual apprentices, registered with DLI, are provided with course training material related to their apprenticeship. OPI will supervise apprenticeship related training programs. Contractor will develop and provide the respective programs and DLI will provide funding as hereinafter specified.

INTENT OF PARTIES:

The intent of this contract is to approve FY94 funding from Ch. 186, L. 1993, Montana Session HB129 sources within the extent of the budget as stated herein for purposes of allowing students to receive related instruction in the apprentice program not to exceed 40 percent of the costs of tuition and/or books. The OPI liaison person and Contractor shall work toward the goal of providing such services. Actual flow of funds will occur as funds are requested from the DLI following approval, by the liaison person, of bills submitted to OPI by the Contractor. The Superintendent's liaison person shall evaluate the course work and material and success of this program.

DUTIES:

1. Contractor agrees to provide related instructional study courses to indentured apprentices, registered by DLI, in the state of Montana.
2. Contractor agrees to provide DLI and OPI with a quarterly status report on the progress of course participants from Montana.
3. Contractor agrees to provide individuals approved by DLI access to the apprenticeship program related instruction.
4. Contractor shall be the sole recipient of all fees for services rendered the apprentices. DLI shall be responsible for only 40 percent, up to a maximum of \$20,500.00, for tuition and books of the apprentice recipients. Funds received from the apprentice or apprenticeship employer shall be considered an acceptable source for the remaining costs in this program. Funds from DLI shall not be used for tools, equipment, travel, or any other expense, not otherwise authorized and identified. Such use must be approved in writing beforehand by the OPI liaison person and DLI.
5. Contractor shall inform the liaison person and DLI of all applicants who have successfully completed the program.
6. Contractor shall inform the OPI liaison person and DLI quarterly as to the status of these student apprentices.

SECTION 2

REIMBURSEMENT:

1. The Department of Labor and Industry within this program shall reimburse the Contractor an amount not to exceed \$20,500.00 per term of this contract for the availability and presentation of related instructional services for indentured apprentices.
2. Upon the failure of an apprentice to successfully complete a course for any reason, e.g. failure or withdrawal, DLI shall not be obligated to refinance the cost of repeating the course by the same apprentice.

SECTION 3

TERM OF CONTRACT:

This Contract will become effective July 1, 1993, and shall terminate on May 31, 1994.

SECTION 4

AGENCY ASSISTANCE:

DLI will verify duly registered, indentured apprentices to the Contractor.

SECTION 5

OWNERSHIP AND PUBLICATION OF MATERIALS:

OPI and DLI own all work product, information and narratives that result from the performance of this contract. Contractor may retain copies of all material or work product for their records.

SECTION 6

OBLIGATION OF THE PARTIES:

OPI and DLI shall not be responsible nor liable for any course change, dropping of course or discontinuance or elimination of the course by Contractor. The relationship between the apprentice and the Contractor is a student contractual relationship. The OPI and DLI relationship with the student apprentice is that of state agencies providing grant funding and program awareness only.

OPTION TO RENEW:

Upon the written concurrence of all parties this contract may be renewed for a period of one (1) year. Upon renewal the terms and conditions of this contract shall apply. The amount of funding available may be reviewed and adjusted.

SECTION 7

INSPECTION:

The Superintendent or the designated representative of the Superintendent (OPI) shall have the right to inspect the work in progress. If needed, further itemization or clarification of specific tasks will be accomplished through discussion between the Contractor and the Superintendent or the designated representative.

SECTION 8

TERMINATION - DEFAULT:

Should the Contractor violate any of the terms of this contract or does not timely comply with the purposes of this contract or fails to fulfill its obligation herein, upon thirty (30) days written notice this contract may be terminated. Upon mailing of the notice the contract is deemed terminated. Notice shall be served by certified mail, return receipt requested to the address of Contractor. DLI may terminate this contract upon thirty (30) days written notice upon failure to obtain adequate funding or for other cause deemed appropriate by DLI. Contractor may terminate this contract upon thirty (30) day written notice upon failure to obtain appropriate funding from DLI.

SECTION 9

CIVIL RIGHTS:

It is agreed that all persons with responsibilities in the performance of the terms of this Contract shall not discriminate against any person(s) on the basis of race, religious creed, color, sex, national origin, age, political affiliation or beliefs, marital status, mental or physical handicap, or ancestry in any activities performed pursuant to this Contract.

SECTION 10

VENUE:

In the event of litigation concerning this Contract, venue shall be the First Judicial District in and for the County of Lewis and Clark, State of Montana. This Contract shall be interpreted according to the laws of Montana.

SECTION 11

ACCESS TO RECORDS - RIGHT OF INSPECTION:

The Contractor agrees that the Montana Legislative Auditor, Legislative Analyst, DLI and OPI shall have access to all records and financial data and supporting documentation regarding the performance of this Contract.

SECTION 12

TEXT OF CONTRACT/MODIFICATION/ASSIGNMENT:


This document contains the entire Contract between the parties hereto and shall not be enlarged, modified, altered, assigned, transferred or subcontracted except upon written agreement signed by all parties to this Contract. No statement, promises or inducements made by any party, which are not contained in this written Contract, shall be valid or binding.

SECTION 13

LIAISON:

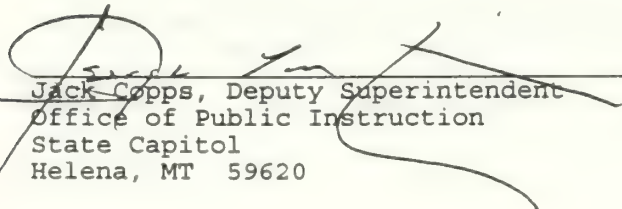
Jeff Wulf, Specialist for Industrial and Technology Education, OPI, will serve as liaison person for the Superintendent in the Office of Public Instruction. His address is 1300 11th Avenue. Phone # (406) 444-4452. Dan Miles will serve as DLI liaison. His address is P. O. Box 1728, Phone # (406) 444-4100.

Approved for the Contractor by:


NORTH DAKOTA STATE COLLEGE OF SCIENCE
Outreach and Customized Training Services
Related Study Program
800 North 6th Street
Wahpeton, North Dakota 59076-0002

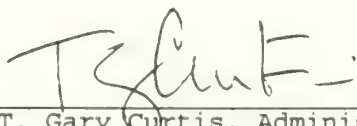
12-16-93
Dated:

Approved for the Office of Public Instruction by:


Jack Copps, Deputy Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

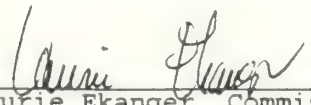
12-27-93
Dated:

Approved for the Division by:


T. Gary Curtis, Administrator
Job Service Division
Montana Department of Labor and Industry

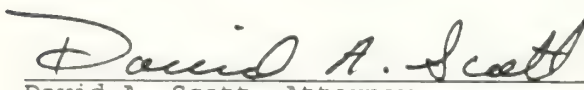
1/13/94
Dated:

Approved for the Department of Labor and Industry by:


Laurie Ekanger, Commissioner

1-14-94
Dated:

Approved for legal content by:


David A. Scott, Attorney
Montana Department of Labor and Industry

1-13-94
Dated:

BOARD OF REGENTS

COMMISSIONER OF
HIGHER EDUCATION
JEFF BAKER

GUARANTEED STUDENT
LOAN PROGRAM
BILL LANNAN

ASSISTANT TO COMMISSIONER
SECRETARY BOARD OF REGENTS
ROSE BOND

DIVISION OF ACADEMIC, TECHNICAL AND STUDENT AFFAIRS

EXECUTIVE ASSOCIATE
COMMISSIONER
DAVID L. TOPPEN

ADMINISTRATIVE
SECRETARY
CONNIE OLSON

RECEPTIONIST
CARRIE COLE

ASSISTANT COMMISSIONER
ACADEMIC PROGRAMS
VACANT

DIRECTOR
TALENT SEARCH
RENE DUBAY

SECRETARY
JAMIE SCHELL

DIRECTOR AMERICAN INDIAN
MINORITY ACHIEVEMENT
ELLEN SWANEY

SECRETARY
VACANT

ASSOCIATE COMMISSIONER
VOCATIONAL TECHNICAL
EDUCATION
VACANT

ASSISTANT COMMISSIONER
TECHNICAL EDUCATION
JANE KARAS

COORDINATOR FOR
GENDER EQUITY
REBECCA BIRD

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ASSOCIATE COMMISSIONER
FISCAL AFFAIRS
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AND ACCOUNTING
LAURIE NEILS

FINANCIAL ASSISTANT
PATTY DAVIS

DIRECTOR - STUDENT &
EMPLOYEE RESEARCH

RESEARCH ASSOCIATE
LAURIE TOBOL

ACCOUNTING TECHNICIAN
DEBBIE VAN VLIET

DIVISION OF LABOR RELATIONS, PERSONNEL AND BENEFITS

ACTING DIRECTOR
LABOR RELATIONS
SUE HILL

DIRECTOR - BENEFITS
DAVE EVENSON

PROGRAM ASSISTANT
JANET RELLER

ADMINISTRATIVE AIDE
DIANA COONEY

LEGAL DIVISION

CHIEF LEGAL COUNSEL
LEROY SCHRAMM

PERSONNEL
SPECIALIST
EDWINA WHEAT

PARALEGAL
JAN HENSEL

ADMINISTRATIVE
AIDE
JOYCE BECKES

UM CAMPUS
COUNSEL
JOAN
NEWMAN

MSU CAMPUS
COUNSEL
LESLIE
TAYLOR

CONTRACT

THIS AGREEMENT MADE AND ENTERED INTO this 24th day of March, 1993, between the Board of Regents of Higher Education of the State of Montana (REGENTS) and the Superintendent of Public Instruction (SUPERINTENDENT), is as follows:

WHEREAS, pursuant to section 20-16-102 of the Montana Codes Annotated, the REGENTS are designated the sole state agent responsible for the administration and supervision of the state vocational education program which designation of a sole state agent is required under the Carl D. Perkins Vocational Education Act of 1990 (P.L. 101-392); and

WHEREAS, the above-cited federal law authorizes the sole state agent to delegate certain of its responsibilities to other appropriate state agencies; and

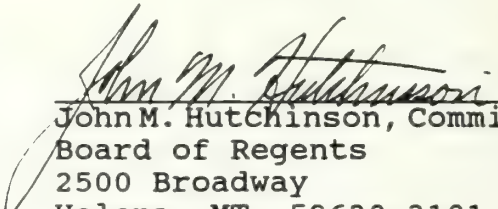
WHEREAS, the above-cited state law directs the Regents to contract with the Superintendent for the administration and supervision of K-12 vocational education programs, services and activities allowed by the federal law, as may be amended, and in concert with the state plan for vocational education required by the federal act;

NOW THEREFORE, the REGENTS and the SUPERINTENDENT agree as follows:


- I. The SUPERINTENDENT or her agent shall, consistent with the vocational education/vocational-technical education policies or regulations of the REGENTS and state and federal law and in a timely fashion according to established schedules to facilitate sole state agent compliance with federal reporting deadlines
 - A. approve all applications for federal funding submitted from K-12 applicants or for K-12 level activities as are appropriate under federal law;
 - B. administer such programs, services and activities and maintain and supply to the REGENTS necessary records;
 - C. provide fiscal advice and management for such programs, services and activities;
 - D. evaluate such programs and submit required reports on such programs and related activities, including those required by the Federal Office of Civil Rights or the Federal Office of Vocational and Adult Education regarding (1) enrollment and placement of members of disadvantaged, handicapped, and otherwise legally protected classes, (2) levels of competence achieved in particular vocational education programs, (3) fiscal matters regarding federal matching funds and disbursement of federal funds to K-12 subrecipients, (4) inventories of equipment purchased with federal funds;

- E. submit any reports requested by the REGENTS, including biennial audit reports; and
- F. perform other activities from time to time as mutually agreed by the parties.
- II. The REGENTS shall provide funding from federal sources to the SUPERINTENDENT to carry out the responsibilities listed in part I. The amount of funding shall be determined through mutual agreement of the parties.
- III. Meanings of words used in this contract shall be determined by the definitions contained in 20 U.S.C. 2471, unless another meaning is clearly intended.
- IV. Unless otherwise specified, this contract shall be for a three-year period commencing July 1, 1993, and terminating June 30, 1996. The parties may negotiate amendments during that time and may either renew or renegotiate the contract upon its expiration.

DATE 3/24/93


John M. Hutchinson, Commissioner
Board of Regents
2500 Broadway
Helena, MT 59620-3101

DATE 3/24/93

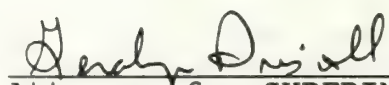

Nancy Keenan, Superintendent
Office of Public Instruction
Capitol Station, Room 106
Helena, MT 59620

APPROVED FOR LEGAL CONTENT

DATE 4/21/93


Attorney for REGENTS

DATE 3/24/93


Attorney for SUPERINTENDENT

amd. Sec. 12, Ch. 598, L. 1979; amd. Sec. 1, Ch. 299, L. 1985; amd. Sec. 2, Ch. 377, L. 1987; amd. Sec. 3, Ch. 635, L. 1987; amd. Sec. 9, Ch. 658, L. 1987; amd. Sec. 7, Ch. 11, Sp. L. June 1989; amd. Sec. 1, Ch. 767, L. 1991; amd. Sec. 1, Ch. 325, L. 1993; amd. Sec. 4, Ch. 633, L. 1993.

Compiler's Comments

1993 Amendments: Chapter 325 deleted former (15) that read: "distribute state impact aid in accordance with the provisions of 20-9-304". Amendment effective July 1, 1993.

Chapter 633 in (10), before "state", inserted "direct"; in (14) substituted "BASE aid and special education allowable cost payments in support of the BASE funding program" for

"state equalization aid in support of the foundation program and guaranteed tax base aid"; in (32), after "aid", deleted "for county retirement levy obligations"; and made minor changes in style. Amendment effective July 1, 1993.

Cross-References

State Board of Land Commissioners — membership on, Art. X, sec. 4, Mont. Const.

20-3-107. Controversy appeal. (1) The superintendent of public instruction shall decide matters of controversy when they are appealed from:

(a) a decision of a county superintendent rendered under the provisions of 20-3-210; or

(b) a decision of a county transportation committee rendered under the provisions of 20-10-132.

(2) The superintendent of public instruction shall make his decision on the basis of the transcript of the fact-finding hearing conducted by the county superintendent or county transportation committee and documents presented at the hearing. The superintendent of public instruction may require, if he deems necessary, affidavits, verified statements, or sworn testimony as to the facts in issue. The decision of the superintendent of public instruction shall be final, subject to the proper legal remedies in the state courts. Such proceedings shall be commenced no later than 60 days after the date of the decision of the superintendent of public instruction.

(3) In order to establish a uniform method of hearing and determining matters of controversy arising under this title, the superintendent of public instruction shall prescribe and enforce rules of practice and regulations for the conduct of hearings and the determination of appeals by all school officials of the state.

(4) Whenever in a contested case the superintendent of public instruction is disqualified from rendering a final decision, he shall appoint a hearing examiner as provided in 2-4-611 and the decision of the hearing examiner constitutes the superintendent's final order except as provided in this subsection. Such final order is subject to all the provisions of Title 2, chapter 4, relating to final agency decisions or orders, including judicial review under Title 2, chapter 4, part 7.

History: En. 75-5709 by Sec. 18, Ch. 5, L. 1971; amd. Sec. 1, Ch. 300, L. 1974; R.C.M. 1947, 75-5709; amd. Sec. 2, Ch. 467, L. 1979.

Cross-References

Oaths, Title 1, ch. 6.

Affidavits, Title 26, ch. 1, part 10.

Perjury, 45-7-201.

False swearing, 45-7-202.

20-3-108. Division of resources and assessment account. There is a resources and assessment account in the state special revenue fund. Funds derived from the sale of educational materials or services provided by the division of resources and assessment shall be deposited in the resources and assessment account. In addition to other available funds, the superintendent

History: En. 75-5808 by Sec. 28, Ch. 5, L. 1971; R.C.M. 1947, 75-5808.

20-3-208. Authority to request, accept, and disburse money. (1) A county superintendent may, with the advice and consent of the appropriate school boards, request and accept money made available from federal, state, or private sources for purposes of public education.

(2) Subject to applicable federal and state guidelines and, in the case of money received from private sources, subject to any guidelines fixed by the donor, a county superintendent may, in his discretion, disburse money received under this section to one or more public elementary or high school districts according to their needs. The county superintendent shall supervise the utilization of such money with the approval of the appropriate school boards.

(3) The county superintendent may establish a fund, for which the county treasurer shall maintain a separate accounting, for the deposit of money received under this section.

History: En. 75-5808.1 by Sec. 1, Ch. 238, L. 1977; R.C.M. 1947, 75-5808.1; amd. Sec. 1, Ch. 182, L. 1979.

Cross-References

Fiscal duties of trustees, 20-9-213.

Power to accept gifts, 20-6-601.

20-3-209. Annual report. The county superintendent of each county shall submit an annual report to the superintendent of public instruction not later than September 1. Such report shall be completed on the forms supplied by the superintendent of public instruction, which shall require the reporting of:

(1) the final budget information for each district of the county, as prescribed by 20-9-134(1);

(2) the financial activities of each district of the county for the immediately preceding school fiscal year as provided by the trustees' annual report to the county superintendent under the provisions of 20-9-213(5);

(3) the pupil information for each district provided the county superintendent under the provisions of 20-4-301(1)(d) or 20-4-402(7); and

(4) any other information that may be requested by the superintendent of public instruction which is within his authority prescribed by this title.

History: En. 75-5809 by Sec. 27, Ch. 5, L. 1971; R.C.M. 1947, 75-5809; amd. Sec. 2, Ch. 35, L. 1989.

Cross-References

Duty of trustees to report to County Superintendent, 20-9-213(5).

Duty of teachers to report, 20-4-301.

County Superintendent's annual financial report, 20-9-211.

20-3-210. Controversy appeals and hearings. (1) Except as provided under 20-3-211, the county superintendent shall hear and decide all matters of controversy arising in the county as a result of decisions of the trustees of a district in the county. Except as provided in subsection (2), exhaustion of administrative remedies under this chapter is required prior to filing an action in district court concerning a decision of the trustees. When appeals are made under 20-4-204 relating to the termination of services of a tenure teacher or under 20-4-207 relating to the dismissal of a teacher under contract, the county superintendent may appoint a qualified attorney at law to act as a legal adviser who shall assist the superintendent in preparing findings of

fact and conclusions of law. Subsequently, either the teacher or trustees may appeal to the superintendent of public instruction under the provisions for appeal of controversies in this title. The county superintendent shall hear and decide all controversies arising under:

(a) 20-5-320 and 20-5-321 relating to the approval of out-of-district attendance agreements;

(b) 20-4-206(4); or

(c) any other provision of this title for which a procedure for resolving controversies is not expressly prescribed.

(2) Exhaustion of administrative remedies is not a prerequisite to filing an action in district court concerning a decision of the trustees of a district in the following instances:

(a) a state agency has been granted primary jurisdiction over the matter;

(b) the matter is governed by a specific statute; or

(c) the board of trustees has acted without jurisdiction or in excess of its jurisdiction.

(3) The county superintendent shall hear the appeal and take testimony in order to determine the facts related to the controversy and may administer oaths to the witnesses that testify at the hearing. The county superintendent shall prepare a written transcript of the hearing proceedings. The decision on the matter of controversy that is made by the county superintendent must be based upon the facts established at the hearing.

(4) The decision of the county superintendent may be appealed to the superintendent of public instruction, and if it is appealed, the county superintendent shall supply a transcript of the hearing and any other documents entered as testimony at the hearing to the superintendent of public instruction.

(5) Cost incurred by the office of the county superintendent must be paid from the general fund budget of the county in which the controversy is initiated.

History: En. 75-5811 by Sec. 29, Ch. 5, L. 1971; amd. Sec. 1, Ch. 306, L. 1974; R.C.M. 1947, 75-5811; amd. Sec. 3, Ch. 489, L. 1979; amd. Sec. 1, Ch. 252, L. 1991; amd. Sec. 1, Ch. 439, L. 1991; amd. Sec. 7, Ch. 563, L. 1993.

Compiler's Comments

1993 Amendment: Chapter 563 substituted present (1)(a) regarding approval of out-of-district attendance agreements for former language that read: "20-5-304 or 20-5-311 relating to the approval of tuition applications"; and made minor changes in style.

Effective Date — Applicability: Section 22, Ch. 563, L. 1993, provided: "[This act] is effective for the school fiscal year beginning July 1, 1993, and applies to calculations and payments for tuition for the school fiscal year beginning July 1, 1993."

Cross-References

Oaths, Title 1, ch. 6.

Review by Superintendent of Public Instruction, 20-3-354.

Perjury, 45-7-201.

20-3-211. Disqualification of county superintendent. A county superintendent may not hear or decide matters of controversy pursuant to 20-3-210 when:

(1) he is a party to or has an interest in the controversy;

(2) he is related to either party in the controversy by consanguinity or affinity within the sixth degree, computed according to the rules of law;

amd. Sec. 12, Ch. 598, L. 1979; amd. Sec. 1, Ch. 299, L. 1985; amd. Sec. 2, Ch. 377, L. 1987; amd. Sec. 3, Ch. 635, L. 1987; amd. Sec. 9, Ch. 658, L. 1987; amd. Sec. 7, Ch. 11, Sp. L. June 1989; amd. Sec. 1, Ch. 767, L. 1991; amd. Sec. 1, Ch. 325, L. 1993; amd. Sec. 4, Ch. 633, L. 1993.

Compiler's Comments

1993 Amendments: Chapter 325 deleted former (15) that read: "distribute state impact aid in accordance with the provisions of 20-9-304". Amendment effective July 1, 1993.

Chapter 633 in (10), before "state", inserted "direct"; in (14) substituted "BASE aid and special education allowable cost payments in support of the BASE funding program" for

"state equalization aid in support of the foundation program and guaranteed tax base aid"; in (32), after "aid", deleted "for county retirement levy obligations"; and made minor changes in style. Amendment effective July 1, 1993.

Cross-References

State Board of Land Commissioners — membership on, Art. X, sec. 4, Mont. Const.

20-3-107. Controversy appeal. (1) The superintendent of public instruction shall decide matters of controversy when they are appealed from:

(a) a decision of a county superintendent rendered under the provisions of 20-3-210; or

(b) a decision of a county transportation committee rendered under the provisions of 20-10-132.

(2) The superintendent of public instruction shall make his decision on the basis of the transcript of the fact-finding hearing conducted by the county superintendent or county transportation committee and documents presented at the hearing. The superintendent of public instruction may require, if he deems necessary, affidavits, verified statements, or sworn testimony as to the facts in issue. The decision of the superintendent of public instruction shall be final, subject to the proper legal remedies in the state courts. Such proceedings shall be commenced no later than 60 days after the date of the decision of the superintendent of public instruction.

(3) In order to establish a uniform method of hearing and determining matters of controversy arising under this title, the superintendent of public instruction shall prescribe and enforce rules of practice and regulations for the conduct of hearings and the determination of appeals by all school officials of the state.

(4) Whenever in a contested case the superintendent of public instruction is disqualified from rendering a final decision, he shall appoint a hearing examiner as provided in 2-4-611 and the decision of the hearing examiner constitutes the superintendent's final order except as provided in this subsection. Such final order is subject to all the provisions of Title 2, chapter 4, relating to final agency decisions or orders, including judicial review under Title 2, chapter 4, part 7.

History: En. 75-5709 by Sec. 18, Ch. 5, L. 1971; amd. Sec. 1, Ch. 300, L. 1974; R.C.M. 1947, 75-5709; amd. Sec. 2, Ch. 467, L. 1979.

Cross-References

Oaths, Title 1, ch. 6.

Affidavits, Title 26, ch. 1, part 10.

Perjury, 45-7-201.

False swearing, 45-7-202.

20-3-108. Division of resources and assessment account. There is a resources and assessment account in the state special revenue fund. Funds derived from the sale of educational materials or services provided by the division of resources and assessment shall be deposited in the resources and assessment account. In addition to other available funds, the superintendent

History: En. 75-5808 by Sec. 26, Ch. 5, L. 1971; R.C.M. 1947, 75-5808.

20-3-208. Authority to request, accept, and disburse money. (1) A county superintendent may, with the advice and consent of the appropriate school boards, request and accept money made available from federal, state, or private sources for purposes of public education.

(2) Subject to applicable federal and state guidelines and, in the case of money received from private sources, subject to any guidelines fixed by the donor, a county superintendent may, in his discretion, disburse money received under this section to one or more public elementary or high school districts according to their needs. The county superintendent shall supervise the utilization of such money with the approval of the appropriate school boards.

(3) The county superintendent may establish a fund, for which the county treasurer shall maintain a separate accounting, for the deposit of money received under this section.

History: En. 75-5808.1 by Sec. 1, Ch. 238, L. 1977; R.C.M. 1947, 75-5808.1; amd. Sec. 1, Ch. 182, L. 1979.

Cross-References

Fiscal duties of trustees, 20-9-213.

Power to accept gifts, 20-6-601.

20-3-209. Annual report. The county superintendent of each county shall submit an annual report to the superintendent of public instruction not later than September 1. Such report shall be completed on the forms supplied by the superintendent of public instruction, which shall require the reporting of:

(1) the final budget information for each district of the county, as prescribed by 20-9-134(1);

(2) the financial activities of each district of the county for the immediately preceding school fiscal year as provided by the trustees' annual report to the county superintendent under the provisions of 20-9-213(5);

(3) the pupil information for each district provided the county superintendent under the provisions of 20-4-301(1)(d) or 20-4-402(7); and

(4) any other information that may be requested by the superintendent of public instruction which is within his authority prescribed by this title.

History: En. 75-5809 by Sec. 27, Ch. 5, L. 1971; R.C.M. 1947, 75-5809; amd. Sec. 2, Ch. 35, L. 1989.

Cross-References

Duty of teachers to report, 20-4-301.

Duty of trustees to report to County Superintendent, 20-9-213(5).

County Superintendent's annual financial report, 20-9-211.

20-3-210. Controversy appeals and hearings. (1) Except as provided under 20-3-211, the county superintendent shall hear and decide all matters of controversy arising in the county as a result of decisions of the trustees of a district in the county. Except as provided in subsection (2), exhaustion of administrative remedies under this chapter is required prior to filing an action in district court concerning a decision of the trustees. When appeals are made under 20-4-204 relating to the termination of services of a tenure teacher or under 20-4-207 relating to the dismissal of a teacher under contract, the county superintendent may appoint a qualified attorney at law to act as a legal adviser who shall assist the superintendent in preparing findings of

fact and conclusions of law. Subsequently, either the teacher or trustees may appeal to the superintendent of public instruction under the provisions for appeal of controversies in this title. The county superintendent shall hear and decide all controversies arising under:

- (a) 20-5-320 and 20-5-321 relating to the approval of out-of-district attendance agreements;
- (b) 20-4-206(4); or
- (c) any other provision of this title for which a procedure for resolving controversies is not expressly prescribed.

(2) Exhaustion of administrative remedies is not a prerequisite to filing an action in district court concerning a decision of the trustees of a district in the following instances:

- (a) a state agency has been granted primary jurisdiction over the matter;
- (b) the matter is governed by a specific statute; or
- (c) the board of trustees has acted without jurisdiction or in excess of its jurisdiction.

(3) The county superintendent shall hear the appeal and take testimony in order to determine the facts related to the controversy and may administer oaths to the witnesses that testify at the hearing. The county superintendent shall prepare a written transcript of the hearing proceedings. The decision on the matter of controversy that is made by the county superintendent must be based upon the facts established at the hearing.

(4) The decision of the county superintendent may be appealed to the superintendent of public instruction, and if it is appealed, the county superintendent shall supply a transcript of the hearing and any other documents entered as testimony at the hearing to the superintendent of public instruction.

(5) Cost incurred by the office of the county superintendent must be paid from the general fund budget of the county in which the controversy is initiated.

History: En. 75-5811 by Sec. 29, Ch. 5, L. 1971; amd. Sec. 1, Ch. 306, L. 1974; R.C.M. 1947, 75-5811; amd. Sec. 3, Ch. 489, L. 1979; amd. Sec. 1, Ch. 252, L. 1991; amd. Sec. 1, Ch. 439, L. 1991; amd. Sec. 7, Ch. 563, L. 1993.

Compiler's Comments

1993 Amendment: Chapter 563 substituted present (1)(a) regarding approval of out-of-district attendance agreements for former language that read: "20-5-304 or 20-5-311 relating to the approval of tuition applications"; and made minor changes in style.

Effective Date — Applicability: Section 22, Ch. 563, L. 1993, provided: "[This act] is effective for the school fiscal year beginning July 1, 1993, and applies to calculations and payments for tuition for the school fiscal year beginning July 1, 1993."

Cross-References
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Perjury, 45-7-201.

20-3-211. Disqualification of county superintendent. A county superintendent may not hear or decide matters of controversy pursuant to 20-3-210 when:

- (1) he is a party to or has an interest in the controversy;
- (2) he is related to either party in the controversy by consanguinity or affinity within the sixth degree, computed according to the rules of law;

Sub-Chapter 24

Special Education Due Process Procedural Rules

10.16.2401 SCOPE OF RULES (1) These rules govern the procedure for conducting all due process hearings concerning and arising from the education of students with disabilities in this state. All rules promulgated by former state superintendents of public instruction with regard to special education due process hearings contrary to these rules are hereby repealed. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

10.16.2402 INITIATING SPECIAL EDUCATION DUE PROCESS

(1) Impartial due process matters involving educating students with disabilities may be initiated by a parent, legal guardian or surrogate parent of a student with disabilities if the parent disagrees with a decision of a school district for which notice to parents is required.

(2) Impartial due process hearings involving educating students with disabilities may be initiated by a school district board of trustees or governing authority of the state-operated facility when, after reasonable efforts at mediation, a parent, legal guardian or surrogate parent either fails to provide a written parental consent for a proposed educational action, or provides a formal disapproval of education actions. A hearing may also be initiated by a school district board of trustees to show that its educational evaluation is appropriate whenever an independent evaluation is requested by the parent, legal guardian or surrogate parent.

(3) A request for an impartial due process hearing involving the education or possible identification of a student with disabilities shall be made in writing to the State Superintendent of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501, and include a short, plain statement of matters asserted. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

10.16.2403 SPECIAL EDUCATION DUE PROCESS HEARING PROCEDURES

(1) Upon receipt by the state superintendent of public instruction of a written request for a due process hearing involving a special education controversy, the state superintendent of public instruction shall:

(a) Promptly advise the board of trustees and parent, legal guardian or surrogate parent of the request for due process hearing.

(b) Provide the board of trustees up to and including ten calendar days in which to address the special education controversy in the school district, and reach a final decision.

(This ten days is counted as part of the 45-day period allowed for the issuance of the final order in a due process hearing. See ARM 10.16.2417). Pending the final decision of the board of trustees or upon mutual agreement of the parties, the state superintendent of public instruction shall provide mediation so long as both parties voluntarily and freely agree to the mediation. The mediation conference is an attempt to resolve the differences and, if possible, avoid a due process hearing. The mediation shall:

(i) be an intervening, informal process conducted in a non-adversarial atmosphere;

(ii) not be used to deny or delay an aggrieved party their rights to a hearing.

(c) Appoint an impartial hearing officer to conduct a due process hearing.

(i) The state superintendent of public instruction shall maintain a list of persons who serve as impartial hearing officers.

(ii) Selection of impartial hearing officer:

(A) Upon receiving a copy of the request for hearing, the state superintendent of public instruction shall mail to each party a list of five proposed impartial hearing officers together with a summary of their qualifications.

(B) A party shall have seven days to study the list, cross off any two names objected to, number the remaining names in order of preference, and return the list to the state superintendent of public instruction. Requests for more information about proposed impartial hearing officers must be directed to the superintendent of public instruction. Unless good cause is shown, this request for more information does not extend the seven day response time. (This seven days is counted as part of the 45-day period allowed for the issuance of the final order in a due process hearing. See ARM 10.16.2417).

(C) If, despite efforts to arrive at a mutually agreeable choice, the parties cannot agree upon an impartial hearing officer, the state superintendent of public instruction shall make the appointment.

(D) Notwithstanding the foregoing provisions, the parties may mutually select the impartial hearing officer from the list provided by the state superintendent of public instruction.

(iii) Disqualification:

(A) A hearing may not be conducted by a person who is an employee of a school district or other public agency which is involved in the education or care of the child, or who has a personal or professional interest which would conflict with his or her objectivity in the conduct or review of the hearing.

(B) A person who otherwise is qualified to conduct a hearing under paragraph (A) of this subsection is not an employee solely because he or she is paid by contract by the

public agency to serve as impartial hearing officer.

(2) An impartial hearing officer may at any point withdraw from consideration or from service in any hearing in which the impartial hearing officer believes a personal or professional bias or interest on any of the issues to be decided in the hearing exists which might conflict with the impartial hearing officer's objectivity. Such written request to withdraw shall be directed to the state superintendent of public instruction. Any subsequent appointment of an impartial hearing officer shall be conducted as provided above. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2404 NOTICE OF HEARING (1) The impartial hearing officer shall within ten days of receipt of notice of appointment by the state superintendent of public instruction schedule a prehearing conference pursuant to ARM 10.16.2406. The impartial hearing officer shall inform the parties of all future proceedings in this matter. The notice of hearing shall include:

(a) a statement of the time, place and nature of the hearing;

(b) references to the specific statutes and rules involved available at that time;

(c) a provision advising the parties of their right to be represented by counsel at the hearing;

(d) a provision informing the parent of any free or low-cost legal and other relevant services available in the area;

(e) a statement of issues and matters to be discussed at the hearing.

(2) The notice of hearing shall be sent by certified mail to all parties.

(3) If the impartial hearing officer does not have details of the issues and matters to be discussed at the time of issuing the notice of hearing, a party or impartial hearing officer may later demand a more detailed account of the issues and matters to be discussed. The dates scheduled by the impartial hearing officer in the notice of hearing may be continued by the impartial hearing officer to such a convenient date as stipulated by the parties and approved by the impartial hearing officer.

(a) The notice of hearing as well as all communications conducted in the hearing shall be written in language understandable to the general public and in the native language of the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication is not written language, the impartial hearing officer shall direct the notice to be translated orally or by other means to the parent in his/her native language or other means of communication. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990

10.16.2405 SUPERINTENDENT OF PUBLIC INSTRUCTION

MAR p. 934, Eff. 5/18/90.)

10.16.2405 CONFERENCE AND INFORMAL DISPOSITION (1) The impartial hearing officer may informally confer with the parties to the request for impartial due process hearing for the purpose of attempting informal disposition of any special education controversy.

(2) This conference of informal disposition may occur at any time prior to the issuing of the final findings of fact, conclusions of law and order of the impartial hearing officer. The parties may informally confer to resolve the special education controversy by stipulation, agreed settlement, consent order, or default. To be effective, any agreement made at such conference must be reduced to writing and signed by all parties. An agreed resolution shall end the proceedings upon formal action of the hearing officer unless a party to the hearing appeals the decision under ARM 10.16.2417.

(3) If it is appropriate, the impartial hearing officer may draft findings of fact, conclusions of law and order and shall promptly send to each party in the special education controversy. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEH, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

10.16.2406 IMPARTIAL HEARING OFFICER'S PREHEARING - FORMULATING ISSUES (1) The impartial hearing officer shall schedule a prehearing conference to consider:

- (a) the simplification of the issues;
- (b) the necessity or desirability of amendments to the request for impartial due process hearing;
- (c) the possibility of obtaining admissions of fact and documents which will avoid unnecessary proof;
- (d) a limitation of the number of expert witnesses;
- (e) such other matters as may aid in the disposition of the action.

(2) The impartial hearing officer shall make an order which recites the action taken at the conference, any amendment to the request for impartial due process hearing, the agreements made by the parties as to any of the matters considered, and which limits the issues for the hearing to those not disposed of by admissions or agreements of the parties. Such order when entered will control the subsequent course of action, unless modified at the hearing to prevent manifest injustice. The impartial hearing officer, in his/her discretion, may establish by rule a prehearing calendar on which actions may be placed for consideration as provided above.

(3) Individual privacy. The impartial hearing officer shall provide for provisions to ensure the privacy of matters before him/her as is required by law. Parents maintain the right

to waive their right of confidentiality and privacy in the hearing and to have the hearing be open to the public. The impartial hearing officer shall also provide or allow an opportunity for the student with disabilities to be present at the hearing upon request of the parent, guardian, surrogate parent or the student with disabilities who is the subject of the hearing.

(4) Location of hearing. The impartial hearing officer shall conduct the hearing at a time and place reasonably convenient to the parent and student. If the parties cannot agree on such time and place, the hearing will be held in the county in which the named school district is located. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

10.16.2407 DISCOVERY (1) The impartial hearing officer may compel, limit or conduct discovery prior to the hearing and/or prehearing conference pursuant to ARM 10.16.2408 through 10.16.2410. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2408 DISCOVERY METHODS (1) Parties may obtain discovery by one or more of the following methods:

(a) depositions upon oral examination or written questions;
(b) written questions;
(c) production of documents (or things or permission) to enter upon land or property;
(d) request for admissions.

(2) Any evidence to be introduced at the hearing or on file shall be disclosed to the opposing party at least 5 days before the hearing or the evidence will not be admitted. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

10.16.2409 SCOPE OF DISCOVERY (1) Unless otherwise limited by order of the impartial hearing officer, the scope of discovery is as follows:

(a) in general, parties may obtain discovery regarding any matter not privileged, which is relevant to the subject matter involved in the pending action, whether it relates to the claim or defense of the party, including the existence, description, nature, custody, condition and location of any books, documents or other tangible items, and the identity and location of persons having knowledge of any discoverable material;

(b) a party may discover facts known or opinions held by an expert who has been retained or especially employed by another party in anticipation of litigation or preparation for hearing. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2410 LIMITATIONS ON DISCOVERY BY THE IMPARTIAL HEARING OFFICER (1) Upon motion by a party or by the person from whom discovery is sought, and for good cause shown, the impartial hearing officer before whom the action is pending may make any order which justice requires to protect a party or person from annoyance, embarrassment, oppression, or undue burden or expense, including one or more of the following:

- (a) that the discovery not be had;
- (b) that the discovery may be had only on specified terms and conditions, including a designation of the time or place;
- (c) that the discovery may be had only by a method of discovery other than that selected by the parties seeking discovery;
- (d) that certain matters should not be inquired into, or that the scope of the discovery be limited to certain matters;
- (e) that discovery be conducted with no one present except persons designated by the impartial hearing officer. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2411 SEQUENCE AND TIMING OF DISCOVERY (1) The impartial hearing officer shall provide reasonable discovery on the relevant issues for the hearing and shall establish a calendar so that discovery does not delay the hearing. A request for discovery must be made within 15 days of filing the request for impartial due process hearing. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2412 ABILITY OF CROSS-EXAMINATION OR PARTICIPATION IN THE HEARING (1) The right to examine, cross-examine or to participate as a party in this action shall be limited to the attorneys, the lay advocates with special knowledge or training with respect to the problems of handicapped children who accompany and advise a particular party named in the matter, the particular parties named in the matter, and the impartial hearing officer. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2413 EX-PARTE CONSULTATIONS (1) The impartial hearing officer, after the issuance of the notice of hearing, shall not communicate with any party in connection with any issue of fact or law in such case except upon notice and opportunity for all parties to participate. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2414 POWERS OF THE IMPARTIAL HEARING OFFICER (1) The impartial hearing officer may:

- (a) administer oaths;
- (b) issue subpoenas;
- (c) provide for the taking of testimony by depositions;
- (d) set the time and place of the hearing and direct parties to appear and confer to consider simplifications of the issues by consent of the parties involved;
- (e) fix the time for filing of briefs or other documents;
- (f) request the submission of proposed findings of facts and conclusions of law at the conclusion of the hearing.

(2) The impartial hearing officer shall be bound by common law and the Montana Rules of Evidence. All evidence and objections to evidence shall be noted in the record:

(a) any part of the evidence may be received in written form;

(b) documentary evidence may be received in the form of copies or excerpts if the original is not readily available. Upon request, parties shall be given an opportunity to compare the copy with the original. Notice may be taken of judicially cognizable facts. In addition, notice may be taken of generally recognized technical or scientific facts within the impartial hearing officer's specialized knowledge. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2415 HEARING (1) The hearing will be conducted before the impartial hearing officer in the following order:

- (a) statement and evidence of the petitioner or other party in support of its action;
- (b) statement and evidence of the respondent in support of its action;
- (c) rebuttal testimony;
- (d) closing arguments beginning with petitioner and ending with respondent.

(2) The order of procedure may be changed by order of the impartial hearing officer upon a showing of good cause.

(3) Each party shall have the right to conduct cross-examinations for a full and true disclosure of the facts, including the right to cross-examine the authority of any document prepared by or on behalf of or for the use of all parties and offered into evidence. All testimony shall be given under oath or affirmation. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90.)

10.16.2416 RECORD (1) The record in the impartial due process hearing shall include:

- (a) all pleadings, motions, intermediate ruling;
- (b) all evidence received plus a stenographic record of oral proceeding;
- (c) a statement of matters officially noticed;

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(d) questions and offers of proof, objections and proceedings thereon;

(e) proposed findings and exceptions;

(f) findings of fact, conclusions of law and order by the impartial hearing officer.

(2) Any party to a hearing has the right to obtain written or electronic verbatim record of the hearings. A transcript of the impartial due process hearing shall be taken by a certified court reporter and transcribed and made available upon request of either party to the hearing. The state superintendent of public instruction will pay costs associated with the transcription of the record taken by the court reporter. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

10.16.2417 FINAL ORDER ON SPECIAL EDUCATION DUE PROCESS HEARING DECISIONS (1) The impartial due process hearing officer shall render, in writing, findings of fact and conclusions of law separately stated and an order concerning all matters at issue in the hearing within 45 days of the state superintendent of public instruction's receipt of the request for hearing unless an extension of time has been granted by the impartial hearing officer. The impartial hearing officer may grant a request by either party for a specific extension of the 45-day period allowed for rendering a final order. The hearing officer shall mail, or personally deliver, a written copy of the findings of fact, conclusions of law and order to each of the parties and to the state superintendent of public instruction. The hearing officer shall also mail or deliver the record as defined in ARM 10.16.2416 to the state superintendent of public instruction.

(2) In the event the impartial hearing officer has granted a written request from a party to extend the 45-day period in which to render a final decision, the impartial hearing officer shall notify the state superintendent of public instruction when the decision is due. In the event the decision is not rendered within 90 days from the date the request for impartial due process hearing was filed with the state superintendent of public instruction, the state superintendent of public instruction may remove the impartial hearing officer and appoint another impartial hearing officer.

(3) The impartial hearing officer may order reimbursement for parents for the unilateral placement of their child if the school district's placement is determined to be inappropriate and the parent's placement is deemed appropriate.

(4) The decision of the impartial hearing officer shall be binding upon both parties unless the decision is appealed.

(5) Any party who feels aggrieved by the findings and deci-

sion of the impartial hearing officer may appeal to a district court or may bring a civil action under 20 U.S.C. 1415(e)(2) of the Individuals with Disabilities Education Act.

(6) The state superintendent of public instruction shall only be responsible for paying administrative costs related to the hearing, including necessary expenses incurred by the impartial hearing officer and stenographic services. The parties involved shall each be responsible for any legal or other fees that occur.

(7) Every party to a controversy shall comply with these rules of procedure. Failure of one party to do what is required and which substantially prejudices the proceedings may necessitate a request by the impartial hearing officer of a court order for compliance.

(8) In the event that parents of a handicapped child prevail, a court of competent jurisdiction, in its discretion, may award reasonable attorney's fees as part of the costs to the parents. The awarding of attorney's fees is subject to the limitations found under 20 U.S.C 1415(e)(4) of the Individuals with Disabilities Education Act.

(9) The office of public instruction, after deleting any personally identifiable information, shall transmit those findings and decisions to the state special education advisory panel and make those findings and decisions available to the public. (History: Sec. 20-7-402, MCA; IMP, Sec. 20-7-402, MCA; NEW, 1990 MAR p. 934, Eff. 5/18/90; AMD, 1993 MAR p. 1913, Eff. 8/13/93.)

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

PAGE: 203.5.2 (3 of 3)

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: Oct. 25, 1990

Section: 203.5.2 Appeals

Issued: Dec. 26, 1990

Approved: *P. D. Brooks*

appeal, it will specify the scope of review and may request a full or partial hearing. The decision of the Board affirming, reversing, modifying or refusing to hear the appeal is the final administrative determination.

7. No matters subject to this policy shall be considered final until the procedures of this policy have been used to present the matter to the Board of Regents. When a party fails to exercise the appeal rights guaranteed by this policy the party accepts the lower level decision as final and waives the right to contest the matter further.

History:

By-laws, Article VIII (rescinded February 15, 1977); Item 15-001-R0277, February 15, 1977 (rescinded). Item 21-003-R0778, Appeals; Montana University System, November 2, 1979, June 21, 1985, and October 25, 1990.

144/676

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

PLAN RATING FORM
FOR SECTION 225 - CORRECTIONS EDUCATION

Reader Number _____
Track no. of proposal _____

Total Points Earned _____

State Corrections
Education Agency: _____

Plan Title: _____

Instructions to Readers

Please rate the plan in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future plan submissions. Each proposal will be rated by two readers. Ratings with a 20-point discrepancy or higher will be rated by a third reader.

Maximum
Points

Rating Components

10 Descriptions

The plan must include descriptions of each state-operated correctional institution and of each pre-release center operated by community-based organizations from which the applicant contracts services. Each description must include: the number of inmates served in vocational education programs, by gender; age of inmates served in vocational education programs; length of time to parole or release of inmates served in vocational education programs; and an indication of the effectiveness of the vocational education programs offered as measured by placement rates of inmates served. Full points may be given ONLY if ALL required information is presented for all agents of the applicant.

_____ Points assigned

Comments:

80

Special Considerations

Each plan must include a description of how special consideration will be given in the use of the federal funds to the following:

- ___ points how vocational education services will be provided to offenders who are completing their sentences and preparing for release (10 points);
- ___ points how vocational education programs will be established in correctional institutions that do not have such programs (10 points);
- ___ points how vocational education programs will be provided for women who are incarcerated (20 points);
- ___ points how equipment will be upgraded or replaced to provide state-of-the-art training opportunities (20 points);
- ___ points how, in cooperation with LEA's or institutions of higher education with vocational-technical programs at less than the baccalaureate degree level, the agency will administer and coordinate vocational education services to offenders before and after their release. (Full 20 points may not be given here unless documentation of those arrangements is provided.)

Comments:

10

Project Director's Qualifications

The education and/or work experience of the project director (the person providing the vocational education services or directly supervising the provision of services) is appropriate to achieve the objectives of the planned services. If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (services at postsecondary level).

_____ Points assigned

Comments:

Maximum
Points

Rating Components

20 Objectives

_____ Objectives are measurable and clearly state student outcomes to be sought from project activities included in the plan. (15 points)

_____ Each objective includes the number of inmates to be provided with vocational education services. (5 points)

Comments:

10 Activities to Achieve Objectives

_____ The activities spell out what will be done. (4 points)

_____ The persons who will perform the activities are specified. (3 points)

_____ Time frames are specified as to when the activities will be performed. (3 points)

Comments:

20 Evaluation

_____ Evaluation criteria are stated for each objective. (5 points)

_____ The evaluation criteria are measurable and specifically relate to student competency-based outcomes. (5 points)

_____ The mechanics of data collection are clearly stated for each objective. (5 points)

Comments:

Maximum
Points

Rating Components

10 Gender Equity

- _____ The agency's non-discrimination statement is included in the Plan. (3 points)
- _____ Gender equity training has been completed by the project director within the past two years. (No points can be given without documentation from the GEC in the OCHE).
- _____ Evidence of inmate access to non-traditional vocational education is provided in the Plan. (5 points)

Comments:

5 Results, Products, Dissemination

Project objectives, activities and results will be publicized and shared with other relevant vocational educators.

_____ Points assigned

Comments:

15 Budget Narrative and Budget Form

Each plan shall contain a detailed budget showing expenditures from federal and other sources for the vocational education program(s). There shall also be a separate budget that shows the composite planned expenditures for all career guidance and counseling services to be provided with federal and/or other funds. The planned expenditures must clearly tie to the planned activities. No more than 5% of the federal dollars requested shall be allowed for administrative costs, and only if there is an approved restricted indirect cost rate documented for the applicant agency.

_____ Points assigned

Comments:

SECTION 201. STATE LEADERSHIP FUNDS

All 201 proposals must include a brief abstract of the proposal and must have statewide impact, as defined below:

A project that has statewide impact must meet the Perkins state goals and must:

1. generate a final product;
2. provide OPI or OCHE with the final product that is also actively disseminated across the state; and
3. must be accessible to other schools and individuals in the state with a project contact person available for consultation.

In addition, model projects must be transferable to all other regions of the state and curriculum must be accessible statewide on an available upon request or cost recovery basis.

Amounts of grants will not exceed \$50,000 per proposal. It should be clearly understood that the proposals selected will not necessarily receive the grant amount requested if a lesser amount is determined to be appropriate.

Uses of Funds

Projects that address the following Montana subgoals of Montana's STATE GOALS for the use of Perkins State Leadership funds will be funded according to the provisions of section 201 to provide personnel and curriculum development activities with statewide impact:

State SubGoals for Curriculum and Personnel Development

1. CURRICULUM DEVELOPMENT projects will be funded that develop new, or improve existing, vocational education or vocational-technical education programs so that they will provide strong experience in and understanding of all aspects of the industry the students are preparing to enter (including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues) and strong development and use of problem-solving skills and basic and academic skills (including skills in the areas of mathematics, reading writing, science and social studies) in a technological setting.
2. PERSONNEL DEVELOPMENT projects will be funded that develop or improve: the ability of eligible recipients to meet the needs of special populations with respect to vocational education; to raise the quality of vocational education programs in schools with high concentrations of poor and low-achieving students; the relevance of programs to the workplace and the occupations for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in emerging technologies.

Section 201(b) (1) specifies that professional development activities include: inservice and preservice training of teachers in state-of-the-art programs and techniques and integration of vocational and academic curricula (with particular emphasis on inservice and preservice training of minority teachers) and can be for:

- o vocational teachers and academic teachers working with vocational education students,
- o corrections educators and counselors, and
- o educators and counselors in community-based organizations.

Section 201(b) (2) specifies curriculum development activities as involving development, dissemination, and field testing of curricula with particular emphasis on curricula that integrate vocational and academic methodologies and curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured.

Section 201(b)(3) lists the optional ways funds may be used: (1) to promote partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies; (2) to support tech-prep education as described in Title III, Part E; (3) to support vocational student organizations, especially with respect to efforts to increase minority participation in such organizations; (4) for leadership and instructional programs in technology education; and (5) data collection. The state reserves the right not to fund any of the proposals submitted for optional uses.

TARGETED STATEWIDE LEADERSHIP ACTIVITIES

Postsecondary Level

1. CURRICULUM DEVELOPMENT projects that follow **Montana's STATE GOALS:**

- a. that improve and standardize existing, vocational-technical education programs to provide strong experience and understanding of all aspects of the industry the students are preparing to enter and strong development of problem solving skills and basic and academic skills.
- b. that integrate sexual harassment awareness training for all students in the vocational-technical program.

2. PERSONNEL DEVELOPMENT projects that follow **STATE GOAL:**

- a. that focus on professional development activities in the area of teaching methodology, including gender and multicultural teaching methodologies, to develop or improve the ability of eligible recipients to meet the needs of special populations with respect to vocational education.

TARGETED STATEWIDE LEADERSHIP ACTIVITIES
Secondary Level

The Office of Public Instruction is interested in receiving proposals for the following projects that must be designed to have a statewide impact (see definition). Projects that do not show a statewide impact will not be funded.

AGRICULTURE EDUCATION

1. A project to develop/update a statewide 9-12 Agricultural Education curriculum that addresses the recently developed "learner outcomes" for agricultural education in Montana and the recommendations of the Montana Leadership Council for Agriculture Education. The project should incorporate curriculum writing teams drawn from agriculture education teachers. The project should also include printing and distribution to each agriculture education program.

2. A project to provide a week long in-service training for agriculture education teachers in the current trends and issues in agriculture education. The main focus of the training should be on agricultural physical science/technology and other topics prioritized by agricultural teachers.

3. A project to provide support and meet the in-service needs of first year agriculture education teachers. The project should include at least one on-site visit.

Home Economics

1. A project that develops a scope and sequence for K-12 Home Economics which includes learner outcomes in all six areas of Home Economics Education utilizing the Colorado Core Curriculum for relationships and life management. This project would include time required for all six areas by grade level.

2. A project to develop educational linkages for secondary and postsecondary Foods/Nutrition or Child Development/Child Care.

3. A project to in-service Home Economics teachers in Child Development, Home Management and/or transferable skills.

SPECIAL POPULATIONS

1. A project that addresses school-to-work transition for special populations students.

2. A project designed to increase special populations access to technical education.

3. A project with statewide impact designed to increase enrollment of gender nontraditional students in vocational education.

BUSINESS EDUCATION

1. Professional development/update activity needs to be developed to provide inservice for Business Teachers in the area of international business, global economics, telemarketing, managing change, VSO and K-12 business. Estimated 3-5 days of training.
2. Update the Business Education Curriculum Guideline that was developed in the late 80's. Incorporate the information developed in 1993-1994 relating to international business, telecommunications, and school-to-work transition programs. This project should include research, development and dissemination.

MARKETING

1. Develop materials to be used to provide technical assistance to schools with existing marketing programs, and to schools that are interested in developing such programs.
2. Professional development/update activity to provide Marketing teachers with up-do-date information for use in their classes and programs.
3. Provide coordination and development of Business Professionals of America and DEC at the Postsecondary level.

INDUSTRIAL AND TECHNOLOGY EDUCATION

1. Curriculum planning project for vocational industrial education including emphasis on standards identification and articulation with postsecondary programs.
2. Development of curriculum implementation units for technology education.
3. Teacher inservice focusing on the integration of vocational student organization programs into vocational curricula.

Tracking No. _____

APPLICATION FOR STATE LEADERSHIP FUNDS
P.L. 101-392

Program Year 1995

Applicant Agency: _____

Name and Address of
Project Director: _____

Telephone Number: _____

Title of Proposed Project: _____

(Maximum of 14 words)

Anticipated Number of Individuals to be Served:

Male _____ Female _____ Total _____

CONTENTS OF APPLICATION

10 points **Summary of Project Director's Qualifications**

Describe the project director's qualifications by education and/or experience for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (postsecondary services).

30 points **Statement of Problem or Need and Evidence of Interagency Coordination**

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency or area statistics or information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to proposal submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically detailing project objectives and the population to be served.

20 points Objectives and Number to be Served

Using the format shown on page four of this application packet, list the objectives that will be achieved as the result of the proposed project. All objectives must be stated in measurable terms, include the approximate number of individuals to be served during the program year, and include student outcome assessment.

10 points Activities to Achieve Objectives

Using the format shown on page four of this application packet, list the activities that will be carried out to achieve each stated objective. State what will be done, by whom, and within what time frame.

15 points Evaluation

Using the format shown on page four of this application packet, and "Montana's Initial Core Standards for Measures of Performance and Program Effectiveness" on page 7 of this form, specify the criteria by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period, who will collect the data, and how it will be collected.

10 points Results, Products, Dissemination

Indicate what products or reports will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points Gender Equity

Indicate the active steps that will be taken in association with project objectives to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Document whether or not the project director has received approved equity training in the last two years. (No credit can be given without documentation from the Gender Equity Coordinator in the Office of the Commissioner of Higher Education).

15 points Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. If indirect costs up to 5% of the federal dollars are being requested, indicated the fiscal agency's approved restricted indirect cost rate. Describe what other funds, if any, will be used to achieve project objectives.

Complete the budget sheet on page 5 of this application packet. Although no match is required, list other funds, if any, that will be used to support project objectives.

120 points TOTAL MAXIMUM POINTS

Proposals that do not achieve at least 120 points between two readers will be disqualified. An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on page 6 of this application packet are properly signed AND if documentation of coordination is provided.

Proposals will be read and rated according to the attached Proposal Review Form.

Postsecondary level proposals must be submitted to Dr. Jane A. Karas, Assistant Commissioner for Vocational-Technical Education, 2500 Broadway, Helena, MT 59620-3101, by no later than 5:00 p.m. on Tuesday, March 1, 1994. Proposals received after that deadline will not be accepted.

Secondary level proposals must be submitted to Jim Whealon, Director of Vocational Education, Office of Public Instruction, P. O. Box 202501, 1300 Eleventh Avenue, Helena, MT 59620-2501, by no later than 5:00 p.m. on Tuesday, March 1, 1994. Proposals received after that deadline will not be accepted.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
 PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient

Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUMENTAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

The applicant will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicant assures the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Line 1:	_____	_____
	Chairman, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	_____	_____
	President or Agency Director	Date
Line 3:	_____	_____
	Dean/Department Head/Administrator	Date
Line 4:	_____	_____
	Project Director	

CARL D. PERKINS VOCATIONAL, AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS
PROPOSAL REVIEW FORM

Reader Number _____ Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible) Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (10 points) If (1) home economics or (2) counseling will be included in project activities, evidence of status as (1) a certified home economic teacher or (2) school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

- _____ Statement substantiates objectives of proposal. (10 points)
- _____ Statistics and publications quoted are relevant to need statement. (10 points)
- _____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and date indicating awareness of project intentions and certification on non-duplication. (5 points)
- _____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statements of objectives measurable? Do the objectives indicate the number of individuals that will be served? Do the objectives address the need: to make vocational offerings responsible to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary, and post-secondary education; and to stress up-to-date and emerging technology?

- _____ Objectives are measurable and clearly state outcomes to be sought from project activities. Including student outcome assessments based on Montana's Core Standards and Measures. (10 points)
- _____ Do the objectives indicate the number of individuals that will be served? (6 points)
- _____ Do the objectives address:
- making vocational offerings responsive to the realities of the occupational needs of Montana? (1 point)
 - facilitation of entry into, and success in, vocational education or vocational-technical education? (1 point)
 - easing the transition between school and work and/or secondary and postsecondary education? (1 point)
 - incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings? (1 point)

Comments:

Activities to Achieve Objectives - 10 points possible Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

_____ The activities spell out what will be done. (4 points)

_____ The persons who will perform the activities are specified. (3 points)

_____ Time frames are specified as to when the activities will be performed. (3 points)

Comments:

Evaluation - 15 points Possible Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

_____ Approved evaluation criteria are stated for each objective and meet Montana's Core Standards and Measures. (5 points)

_____ The evaluation criteria are measurable. (5 points)

_____ The mechanics of data collection are clearly stated for each objective. (who, how, etc.) (5 points)

Comments:

Results, Products and Dissemination - 10 points possible Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

_____ Project objectives activities and results will be publicized through reports and/or materials. (5 points)

_____ Project activities include active distribution of project results and products to other vocational educators and service providers. (5 points)

Comments:

Sex Bias and Stereotyping - 10 points possible Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

_____ Objectives, activities and evaluation components address steps to be taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (5 points)

_____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)

_____ Sex equity training has been completed. (2 points) Give credit if the project director has participated in sex equity training in the past two years. (No points can be given without documentation from the GEC in the OCHE).

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? If indirect costs are being claimed, is the agency's approved restricted rate stated?

_____ The budget narrative clearly ties planned expenditures to project objectives and activities. (13 points)

_____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (2 points)

Comments:

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
<p>Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))</p>	<ul style="list-style-type: none"> • 80% of students show a competency gain over a locally established baseline. 	<p>Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.</p>
<p>Measures of performance (115(b)(2)) OUTCOMES</p>	<p>Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.</p>	<p>Examine baseline and annual retention rate by funded program(s).</p>
<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>	<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Examine baseline and annual competency attainment data for funded program(s).</p>
		<p>Examine baseline and annual placement rates by funded program(s).</p>

• Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
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Incentives to encourage services to targeted groups or special populations (115(b)(3))	<p>Most-Improved Programs: Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.</p>	Report numbers of special population members by group and show increases over baseline number served by group.
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* Monetary Incentives:
 In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.

* Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

Request for Proposal (RFP)
Technical Assistance for
Postsecondary Vocational Student Organizations (VSO's)

Background

VSO's are an integral part of vocational-technical education. The provision of statewide technical assistance to coordinate the activities of VSO's is essential for the effective and efficient integration of such organizations within the approved postsecondary vocational-technical curricula. Student membership is contingent on participation by the vocational-technical faculty member in the student's vocational program served by the VSO.

Proposals are requested for the provision of state-wide technical assistance that will accomplish the following objectives and include the following activities during program year 1995 (July 1, 1994, through June 30, 1995).

Objectives

1. Increase student membership and faculty participation in VSO's by 10% over program year 1993 levels, with particular emphasis on increasing minority membership (including gender non-traditional membership).
2. Increase student members' communication/presentation/professional attitudes and skills to contribute to their vocational-technical competencies and employability. Skill attainment must be measured against specific baseline levels.

Activities

1. Promote VSO membership through coordination, or active provision, of information and materials and on-site presentations concerning Vocational Industrial Clubs of America (VICA), Distributive Education Clubs of America (DECA), Business Professionals of America, FHA/HERO (if appropriate), and the Postsecondary Agricultural Students (PAS) to seventeen public sector providers of postsecondary vocational-technical education in Montana. Providers include: five vocational-technical centers; three state-supported community colleges; Northern Montana College; Western Montana College of the University of Montana; and seven tribal community colleges.
2. Plan and conduct annual postsecondary division fall meetings for each of the participating VSO's.
3. Coordinate the election of, provide the training for, and facilitate activities of, student state officers of the participating VSO's.
4. Coordinate the planning and conduct of postsecondary activities of the annual VSO state conferences in Montana.

*RFP
VSO Organizations
Postsecondary Level
Page Two*

- 5. Coordinate the travel and other arrangements for VSO postsecondary student participation in national VSO conferences.*
- 6. Provide association management services that pertain to postsecondary VSO members, including coordination of the submission of appropriate postsecondary membership records to state and national organization offices.*

It is anticipated that these activities can be carried out within a maximum budget of \$10,000. Submit a proposal and one copy using the attached State Leadership RFP format by no later than Tuesday, March 1, 1994, to:

*Dr. Jane A. Karas
Assistant Commissioner for Vocational-Technical Education
Office of the Commissioner of Higher Education
2500 Broadway
Helena, MT 59620-3101*

*ID 71
11/93*

MONTANA COUNCIL ON VOCATIONAL EDUCATION

EXECUTIVE MANAGEMENT BUILDING

1228 11TH AVENUE
PO BOX 203201

STATE OF MONTANA

(406) 444-2964
(406) 444-1523 (FAX)

HELENA, MONTANA 59620-3201



JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

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Howard Williams

April 20, 1994

Dr. Jane Karas
Assistant Commissioner of Technical Education
Office of the Commissioner of Higher Education
2500 Broadway
Helena MT 59620-3101

Dear Dr. Karas:

The Montana Council on Vocational Education submits this letter in response to the proposed State Plan for program years 95 and 96, pursuant to Section 112(9)(e) and Section 113(a)(2)(A) of Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

The Montana Council on Vocational Education was represented in the State Plan development process by the Council's Executive Director Jim Fitzpatrick. In addition, members of the Council's Evaluation and Employment Committee reviewed the Plan and reported to the full Council at formal Council meetings. Further, the Council was involved and provided suggestions and recommendations in the development of a system of standards for performance and measure of performance for vocational education programs at the state level commensurate with the requirements contained in Section 115 of the Act.

The Council has reviewed the proposed PY 95-96 State Plan in accordance with the State Plan Guidelines and Checklist developed by the U.S. Office of Education. Based on this review and involvement and consideration on the development of the Plan, the Council supports the Plan and feels it effectively addresses compliance requirements as required by the Act, the regulations, and will meet secondary and postsecondary needs in Montana. The Council commends the Sole State Agency and Office of Public Instruction for the revised format utilized for plan development and feels this contributes to making the document more readable and usable in locating information.


Dr. Karas
April 19, 1994
Page Two


While the Council has no specific suggestions for changes to the Plan, we strongly recommend the OCHE and OPI review and implement, when possible, the Council's findings, suggestions, and recommendations contained in the transcript of the public hearing conducted by the Council regarding implementation of the FY 92-94 State Plan and other Council reports listed below:

1. A Report of Services Provided to Special Populations Assisted Under Title II Part C of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990;
2. The Council's Evaluation of the Distribution of Perkins Funds for FY 91-92 and 93.
3. MCVE Annual Report for FY92-93;
4. 2+2 Tech Prep Report: A Resource Guide for Integrating Tech Prep Education in Montana;
5. Strengthening the Links: Education and the Private Sector; and
6. MCVE Biennial Evaluation: Adequacy, Effectiveness, and Coordination of JTPA and Vocational Technical Education.

In closing, the Council commends the Sole State Agent and the Office of Public Instruction for their dedication and professionalism to vocational technical education and for their spirit of commitment and cooperation to the State agencies, delivery systems, and to the Council.

Sincerely,


Jon Jourdonnais, Chairman
Montana Council on Vocational Education


Jim Fitzpatrick, Executive Director
Montana Council on Vocational Education

JWF:dbg

CARL D. PERKINS CONSUMER HOME ECONOMICS EDUCATION GRANT PROCESS

The funds available are provided under Title III, Part B of the Carl D. Perkins Vocational/Applied Technology Education Act of 1990 for the purpose of Consumer Homemaking Education.

Eligibility: Project Directors must hold a current certificate to teach home economics in Montana.

Purpose: Consumer Home Economics Education grants are to prepare youth for the work of the family, to improve home environments, and to improve the quality of family life through Consumer Home Economics Education programs in secondary institutions.

Priorities: Each Consumer Home Economics Education grant is to be used for one or more of the following four (4) **Purposes**, for one or more of the following eleven (11) **Instructional Areas**, and one or more of the following eleven (11) **Implementation Methods**.

PURPOSES OF THE CARL D. PERKINS ACT

Proposals are to address one or more of the following four purposes:

1. To conduct programs for residents of economically depressed areas (not less than one-third of the state allocation shall be issued to proposals from areas that have high labor surplus rates according to Statistics in Brief published by the Research & Analysis Bureau of the Montana Department of Labor & Industry.)
2. To encourage participation of special populations which include individuals who are disadvantaged* (including foster children), handicapped*, of limited English proficiency*, and individuals in correctional institutions (see criminal offender*).
3. To encourage the elimination of gender bias and gender stereotyping (see gender equity*).
4. To address specific priorities and emerging concerns of the home and family for at least one of the following levels:
 - a. local and state
 - b. state and national
 - c. local and national
 - d. local, state, and national

* - see definitions on separate sheet attached

INSTRUCTIONAL AREAS OF THE CARL D. PERKINS ACT

Proposals are to be in one or more of the following Instructional Areas:

1. Individual and family resources
2. Consumer choices
3. Conservation of limited resources

4. Prevention of teen pregnancy
5. Parenting skills; especially among teenage parents
6. Individual and family crisis; including family violence and child abuse
7. Aged, individuals with disabilities, and members of at-risk populations (including the homeless)
8. Balance of work and family
9. Application of skills in the work of the family to skills necessary in jobs and careers
10. Impact of new technology on life and work
11. Individual, child, and/or family nutrition and wellness

IMPLEMENTATION METHODS IN THE CARL D. PERKINS ACT

Proposals are to use one or more of the following Implementation Methods:

1. Demonstration of innovative and exemplary project
2. Community outreach to underserved populations
3. Application of academic skills
4. Curriculum development
5. Research
6. Program evaluation
7. Development of instructional materials
8. Teacher education
9. Upgrading of equipment
10. Teacher supervision
11. Activities of FHA/HERO as an integral part of this instructional program

Procedural Instructions for Applying:

1. Project directors should plan to participate in an eight hour approved gender equity training session every two years. The Office of the Commissioner of Higher Education, Becky Bird, Gender Equity Coordinator (444-0317) provides this instruction in various locations around the state. (See schedule attached)
2. The Carl D. Perkins Act provides funds for the purpose of instituting programs and program improvement, but does not provide for maintenance of those programs. Therefore, eligible proposals that rank successfully may be fully funded initially, but funding will be limited to 70% of the initial funding the second year the project is submitted and limited to 40% of the initial funding the third year the project is submitted. The project will not be funded for a fourth year. "A project" is determined by content, not by title or the supplies, salaries, supplementary services, etc. requested under differing proposal titles.
3. Use the Application Guidelines for format and content of your application.

4. The Application Guidelines - Evaluation Tool is submitted with this packet for your personal use during the development of your proposal.

5. Deliver two copies of your project application by 5 pm on Tuesday, March 1, 1994 to:

Jim Whealon, State Director of Vocational Education
Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
Phone: 444-2413
FAX: 444-3924

6. Applications received after the above deadline will not be considered.

For technical assistance pertaining to the application process, call Laurie Potterf, Home Economics Education Specialist, Office of Public Instruction, at 444-2059 or via METNET.

APPLICATION GUIDELINES

1. PURPOSE OF PROJECT
2. INSTRUCTION AREA(S) PROJECT ADDRESSES
3. IMPLEMENTATION METHOD FOR PROJECT
4. DESCRIPTION OF NEED

Include:

Population to be served. Provide a description to include projected number of participants by race, gender, economic status, limited English speaking, disadvantaged/handicapped.

Area to be served. Provide a description of the geographic area, local economy (industry, business, agriculture, etc.), employment status of residents, family structure (blended, nuclear, extended, single parent, dual working/career). Support your statements with current statistics from governmental agencies/resource documents.

Determination and verification of need. Provide a description of the need and how you have arrived at the need your proposal addresses. The need should address how the supplemental resources you are requesting will increase student achievement, decrease school dropouts, achieve greater gender balance/serve nontraditional population(s), promote further enrollment in post high school education institutions, and/or increase student participation in Consumer Home Economics Education.

5. PURPOSE

Provide a brief and concise statement or goal for the program.

6. OBJECTIVES/ACTIVITIES/OUTCOMES

List 1) objectives for the program, 2) the activities that will lead to, 3) the measurable outcomes for the learners/program. At least one outcome must address gender equity. All outcomes must be measurable and incorporate the Montana Core Standards (see attached). Objectives, activities and outcomes are to improve the quality of home and family life through the Consumer Home Economics Education.

7. COLLABORATION

Describe the collaborative efforts between and among Consumer Home Economics Education, advisory council, community agencies, businesses, teacher education, and other school programs. Up to five letters of endorsement are permitted. Detail how these parties will be involved in the implementation of the project.

8. PROMOTION OF PROJECT

Specify how this grant is innovative, exemplary, and/or has statewide implications. Outline where the results of your project will be shared - newspapers, radio, television, electronic bulletin boards, school and community meetings, professional gatherings of home economists, other educators or administrators. (An oral and/or visual presentation at either the Montana Vocational Association Meeting or the Montana Home Economics Association Meeting the year following your funding is required.)

9. PERSONNEL

Describe the special or unique qualifications the project director, currently certified to teach home economics, has to provide the proposed services. Include a copy of your current teaching certificate with the project proposal.

10. Include the attached assurance form, detailed project budget, and objectives/activities/outcomes format with your application. Submit your own budget narrative and a copy of your most recent gender equity training certificate.

APPLICATION GUIDELINES - Evaluation Tool

1. PURPOSE OF PROJECT: (3 points)

(3 points): *One or more of the following Purposes is identified:

1. To conduct programs for residents of economically depressed areas (not less than one-third of the state allocation shall be issued to proposals from areas that have high labor surplus rates according to Statistics in Brief published by the Research & Analysis Bureau of the Montana Department of Labor & Industry.)
2. To encourage participation of special populations which include individuals who are disadvantaged*(including foster children), handicapped*, of limited English proficiency*, and individuals in correctional institutions (see criminal offender*).
3. To encourage the elimination of gender bias and gender stereotyping (see gender equity*).
4. To address specific priorities and emerging concerns of the home and family for at least one of the following levels:
 - a. local and state
 - b. state and national
 - c. local and national
 - d. local, state, and national

* see definitions on separate sheet attached

2. INSTRUCTION AREA(S) PROJECT ADDRESSES: (3 points)

(3 points): *One or more of the following Instructional Areas is addressed:

1. Individual and family resources
2. Consumer choices
3. Conservation of limited resources
4. Prevention of teen pregnancy
5. Parenting skills; especially among teenage parents
6. Individual and family crisis; including family violence and child abuse
7. Aged, individuals with disabilities, and members of at-risk populations (including the homeless)
8. Balance of work and family
9. Application of skills in the work of the family to skills necessary in jobs and careers
10. Impact of new technology on life and work
11. Individual, child, and/or family nutrition and wellness

3. IMPLEMENTATION METHOD FOR PROJECT: (3 points)

(3 points): *Proposals are to use one or more of the following Implementation Methods:

1. Demonstration of innovative and exemplary project
2. Community outreach to underserved populations
3. Application of academic skills
4. Curriculum development
5. Research
6. Program evaluation
7. Development of instructional materials
8. Teacher education
9. Upgrading of equipment
10. Teacher supervision
11. Activities of FHA/HERO as an integral part of this instructional program

4. DESCRIPTION OF NEED (15 points)

Include:

Population to be served. Provide a description to include projected number of participants by race, gender, economic status, limited English speaking, disadvantaged/handicapped.

- (5 points):
- *Gender is the minimum issue addressed.
 - *The population(s) served are addressed in Objectives/Outcomes section of this application.
 - *Other:

Area to be served. Provide a description of the geographic area, local economy (industry, business, agriculture, etc.), employment status of residents, family structure (blended, nuclear, extended, single parent, dual working/career). Support your statements with current statistics from governmental agencies/resource documents.

- (5 points):
- *At least three of the four descriptors listed are addressed.
 - *Statistics cited are not more than five (5) years old.
 - *Descriptions given would enable a non-Montana evaluator to understand the circumstances in the applicant's locale.
 - *Other:

Determination and verification of need. Provide a description of the need and how you have arrived at the need your proposal addresses. The need should address how the supplemental resources you are requesting will increase student achievement, decrease school dropouts, achieve greater gender balance/serve nontraditional population(s), promote further enrollment in post high school education institutions, and/or increase student participation in Consumer Home Economics Education.

- (5 points):**
- *Description of need is clear and concise.**
 - *Process used to arrive at need is described.**
 - *The project is targeted to at least one of the following:**
 - a. increase in student achievement**
 - b. decrease in school dropouts**
 - c. achievement of greater gender balance/serve nontraditional populations**
 - d. promotion of enrollment in post high school education institutions**
 - e. increase in student participation in Consumer Home Economics Education**
 - *Other:**

5. PURPOSE (10 points)

Provide a brief and concise statement or goal for the program.

- (10 points):**
- *Goal statement is obvious and to the point.**
 - *Other:**

6. OBJECTIVES/ACTIVITIES/OUTCOMES (20 points)

List specific objectives for the program and the intended outcomes. At least one objective must address gender equity. All objectives/outcomes should be measurable. Objectives are to improve the quality of home and family life through the Consumer Home Economics Education.

- (20 points):**
- *At least one outcome is stated for every objective.**
 - *Each outcome is measurable and addresses Montana's Core Standards (provided in application packet)**
 - *At least one outcome addresses gender equity.**
 - *All objectives/activities/outcomes lead to improvement of home and family life through the consumer home economics program.**
 - *At least one activity/strategy is listed for each outcome.**
 - *A timeline is given for each activity/strategy.**
 - *Other:**

7. COLLABORATION (10 points)

Describe the collaborative efforts between and among Consumer Home Economics Education, advisory council, community agencies, businesses, teacher education, and other school programs. Up to five letters of endorsement are permitted. Detail how these parties will be involved in the implementation of the project.

- (10 points):**
- *At least two collaborative efforts are named and outlined in the project.**

***Not more than five (5) letters of endorsement are attached.**

***Other:**

8. PROMOTION OF PROJECT (10 points)

Specify how this grant is innovative, exemplary, and/or has statewide implications. Outline where the results of your project will be shared - newspapers, radio, television, electronic bulletin boards, school and community meetings, professional gatherings of home economists, other educators or administrators. (An oral and/or visual presentation at either the Montana Vocational Association Meeting or the Montana Home Economics Association Meeting the year following your funding is required.)

(10 points): *At least three (3) methods/sources of project promotion are listed.

***Applicant identifies that his/her project is innovative, exemplary, or has statewide implications worthy of being funded.**

***Other:**

9. PERSONNEL (5 points)

Describe the special or unique qualifications the teacher, currently certified to teach home economics, has to provide the proposed services. Include a copy of your current teaching certificate with the project proposal.

(5 points): *A copy of project director's teaching certificate is enclosed.

***A copy of project director's resume is enclosed.**

10. Include the attached assurance form (3 points), detailed project budget (3 points), and objectives/activities/evaluation format (3 points) with your application. Submit your own budget narrative (3 points) and a copy of your most recent gender equity training certificate (3 points).

***Each item above is complete.**

***Other:**

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
<p>Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))</p>	<p>* 80% of students show a competency gain over a locally established baseline.</p>	<p>Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.</p>
<p>Measures of performance (115(b)(2)) OUTCOMES</p>	<p>Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.</p>	<p>Examine baseline and annual retention rate by funded program(s).</p>
<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>	<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>	<p>Examine baseline and annual competency attainment data for funded program(s).</p>
<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>	<p>Examine baseline and annual placement rates by funded program(s).</p>

- * Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
Incentives to encourage services to targeted groups or special populations (115(b)(3))	<p><u>Most-Improved Programs:</u> Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.</p> <p><u>* Monetary Incentives:</u> In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.</p>	Report numbers of special population members by group and show increases over baseline number served by group.
<ul style="list-style-type: none"> • Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives. 		

DEFINITIONS
Applicable to P.L. 101-392

(In order of reporting on page three)

"Disadvantaged" means individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such terms include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are identified as dropouts, or potential dropouts from, secondary school.

"Limited English proficiency" describes those individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; OR who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency AND who have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the primary language of instruction is English, or to participate fully in our society.

"Handicapped" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons who because of sufficient learning disabilities require special education and related services and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

"Gender Equity" refers to the numerical balance of enrollments by gender. List the total number of males and females enrolled in the vocational program. Enrollments of 75.1 to 100% of one gender are considered to show gender inequity.

"Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. List such offenders served in your program -- either in your school or through arrangements with a correctional facility.

CERTIFICATION AND ASSURANCE
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL/APPLIED TECHNOLOGY EDUCATION ACT
P.L. 101-392

The eligible recipient will comply with the requirements of P.L. 101-392 (Carl D. Perkins Vocational/Applied Technology Education Act) and all applicable federal and state rules and regulations. In particular, P.L. 101-392 funds will be used to supplement, and in no case supplant state or local funds.

The eligible recipient assures the Office of Public Instruction that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI and VII, and Section 504.

The eligible recipient will use funds distributed under Section 118 (a) for vocational education services and activities for handicapped, disadvantaged, limited English proficient individuals, as well as displaced homemakers and single parents to provide (1) for equal access in recruitment, enrollment, and placement activities; and (2) to the full range of vocational education programs available including occupational specific course of study, cooperative education, and apprenticeship programs; and to the extent practicable, comprehensive career guidance and counseling services.

(a)(3)(A) Programs and activities for handicapped individuals will be provided for in the least restrictive environment and will be included as a component of the student's individualized education plan; and (D) such programs and activities will be planned through the coordination of appropriate representatives of vocational education, special education and State vocational rehabilitation agencies.

(b)(1) Each educational agency that receives an allocation of funds shall provide information to handicapped, disadvantaged, limited English proficient students and their parents, at least one year before the students enter or are of an appropriate age for entering the 9th grade, concerning the opportunities available in vocational education at their school and for employment.

(c) Each education agency described in paragraph (a) of this section shall provide to each of the special populations that enrolls in a vocational education program:

(c) (2) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(c) (3) Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (c) (2) of this section;

(4) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(5) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (c) (3) of this section.

Section 240 requires that schools provide a description of how the eligible recipient will provide a vocational education program that:

(5) carries out programs according to the specific criteria for handicapped, disadvantaged, limited English proficiency, displaced homemaker and single parent;

(7) coordinates vocational education services with relevant programs conducted under the Job Training Partnership Act, including cooperative arrangements established with private industry councils established under section 102(a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational education services;

(8) develops vocational education programs in consultation with parents and students of special populations;

(9) coordinates with community-based organizations;

(11)(A) integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competence; and

(B) offers coherent sequences of courses leading to a job skill;

(12) (A) encourages students through counseling to pursue such coherent sequences of courses;

(B) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care, and special aids.

(13) The eligible recipient will provide sufficient information to the State to enable the State to comply with the provisions of Section 231 (d).

Line 1: _____
Chairperson, Institutional Board of Trustees/Authorized Representative _____ Date

Line 2: _____
Superintendent or Executive Officer _____ Date

Line 3: _____
Department Head/Administrator _____ Date

Line 4: _____
Project Director _____ Date

OBJECTIVES	ACTIVITIES	OUTCOMES

SECONDARY

FEDERAL SECONDARY VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Nancy Keenan, Superintendent
Office of Public Instruction
P. O. Box 202501
Helena, MT 59620-2501

Expenditure Items	Eligible Subrecipient		Fund Source		Project Number	
	Legal Entity		(state use)			
	Original Budget	Revision No. 1	Revision No. 2	Revision No. 3	Federal Funds	Other Funds
PERSONAL SERVICES						
215-39 -1000-112 Prof./Educational Salaries						
215-39 -1000-117 Teacher's Aides						
215-39 -1000-122 Substitute Teachers						
215-39 -1000-210 Social Security						
215-39 -1000-220 Teacher's Retirement						
215-39 -1000-230 PERS						
215-39 -1000-240 Unemployment Comp.						
215-39 -1000-250 Workers' Compensation						
215-39 -1000-260 Health Insurance						
215-39 -1000-270 Life/Disability Insurance						
Total Personal Services						
OPERATING EXPENSES						
215-39 -1000-320 Prof./Educational Services						
215-39 -1000-340 Technical Services						
215-39 -1000-440 Repair & Maintenance						
215-39 -1000-450 Rent Equipment						
215-39 -1000-531 Telephone						
215-39 -1000-532 Postage & Mailing						
215-39 -1000-550 Printing						
215-39 -1000-581 Travel In-District						
215-39 -1000-610 Supplies & Materials						
215-39 -1000-615 Replace Supplies/Parts						
215-39 -1000-660 Minor Equip. Less Than \$5000						
215-39 -2213-582 Travel Out-Dist/Inservice						
215-39 -2300-330 Other Prof. Svcs-Audit Fees						
215-39 -2620-410 Utilities						
215-39 -2620-451 Rent Land/Bldg						
215-39 -2700-516 Instr. Field Trips						
Total Operating Expenses						
OTHER EXPENSES						
215-39 -2500-800 INDIRECT COSTS (reast.)						
215-39 -4_00-720 Buildings & Improvements*						
Instructional Equip						
215-39 -1000-734 MAJOR More Than \$5000						
Total Other Expenses						
TOTAL BUDGET						
Date						
State Approval Signature						

PLEASE REFER TO VOCATIONAL EDUCATION PROGRAM AND ACCOUNT CODE DEFINITIONS. *NEED PRIOR APPROVAL FROM USDOE.

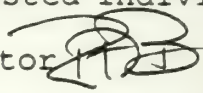


MONTANA HIGHER EDUCATION SYSTEMS

Office of Commissioner of Higher Education

2500 Broadway • PO Box 203101 • Helena, Montana 59620-3101 • (406) 444-6570 • FAX (406) 444-0684

October 19, 1993

To: Carl Perkins Recipients and Other Interested Individuals
From: Rebecca A. Bird, Gender Equity Coordinator 
Re: Perkins Gender Equity Training and Pre- registration

If you, or your organization are interested in applying for Carl Perkins Vocational and Applied Technology Funds for Program Year 1995, or you are involved in vocational education, plan to attend Gender Equity Training. Perkins equity credit is **REQUIRED** annually for Sections 221 and 222, and bi-annually for other Perkins funded projects. A **REVISED** schedule of dates and locations is enclosed for your convenience.

Gender Equity in Montana is an important component to the survival and success of the state, as well as the nation. One of the goals of the Gender Equity Coordinator is to provide information and technical assistance to state organizations and institutions interested in equity issues in vocational education. Equity means opportunity, and opportunity means lifting Montana families out of poverty.

Pre-registration is required, and all workshops must have at least 10 participants or the session will be canceled. To pre-register, Becky Bird or Shanna Bushnell at the Office of the Commissioner of Higher Education, 444-6570.

NOTE: Credit for equity training for Program Year 1995 must be approved no later than January 14, 1994.

cc: Jim Whealon
Laurie Potterf

**PERKINS GENDER EQUITY TRAINING SCHEDULE
FALL/WINTER 1993-94**

The following is a list of **revised** scheduled dates and locations for Perkins Equity Credit Training. Workshop times will run **8:30 to 4:30**. Section 221 and 222 grants require 8 credits annually. Other Perkins projects require 8 credits bi-annually. Each workshop must have 10 registered participants or the session will be canceled.

******* PRE-REGISTRATION IS REQUIRED *******

November	2	Missoula	VoTech
	4	Butte	Butte High Commons
	11	Great Falls	VoTech
December	1	Billings (beginning)	VoTech
	2	Billings (advanced)	" "
	6	Helena (beginning)	Higher Ed.
	7	Helena (advanced)	Complex
	9	Kalispell	Flathead High
	14	Bozeman	Public Library
	16	Lewistown	Park Inn
January	4	Glendive	DCC
	5	Glasgow	Cottonwood Inn
	6	Havre	NMC

If you have any questions, or to pre-register for a workshop, please call Becky Bird, Gender Equity Coordinator, or Shanna Bushnell, 444-6570.

APPENDIX W

REQUEST FOR PROPOSALS

Program Year 1995

STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS (TITLE III, Part A)

A. Purpose

It is anticipated that there will be approximately \$54,000 available to fund this Title III program. These funds are to be used to provide financial assistance to joint programs of eligible recipients and community-based organizations to carry out special vocational education services and activities, with emphasis on severely economically and educationally disadvantaged youth ages sixteen through twenty-one. Eligible recipients are LEAs, postsecondary educational institutions, or State corrections educational agencies.

B. Uses of Funds

Funds may be used for:

- o Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training;
- o Transitional services such as attitudinal and motivational prevocational training programs;
- o Prevocational educational preparation and basic skills development conducted in cooperation with business concerns;
- o Special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
- o Career intern programs;
- o Model programs for school dropouts;
- o Assessment of students' needs in relation to vocational education and jobs; and
- o Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

C. Application Procedure

Each community-based organization which desires to receive assistance under this part of the Act shall prepare this application jointly with an appropriate eligible recipient and submit it to Dr. Jane A. Karas, Assistant Commissioner for Technical Education, 2500 Broadway, Helena, MT 59620-3101 by no later than 5:00 p.m., Tuesday, March 1, 1994. Applications received after this deadline will not be accepted.

APPLICATION FOR TITLE III, PART A FUNDS
P.L. 101-392

Program Year 1995

Applicant Agencies:

Eligible Recipient Agency: _____

Community-based Organization: _____

Name and Address of
Project Director: _____

Telephone Number: _____

Address of Fiscal Agent: _____
if not that of the _____
Project Director _____

Title of Proposed Project: _____

(Maximum of 14 words)

Anticipated Number of Youth to be Served:

Male _____ Female _____ Total _____

CONTENTS OF APPLICATION

10 points Summary of Project Director's Qualifications

Describe the project director's qualifications by education and/or experience for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have either relevant teacher or school counselor certification (secondary school services) or at least a master's degree in a related field (postsecondary services).

30 points Statement of Problem or Need and Evidence of Interagency Coordination

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency or area statistics or

information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to proposal submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically detailing project objectives and the population to be served. Describe how business concerns will be involved, as appropriate, in services and activities for which funds are sought.

20 points Objectives and Number to be Served

Using the format shown on page four of this application packet, list the objectives that will be achieved as the result of the proposed project. All objectives must be stated in measurable terms, include the approximate number of individuals to be served during the program year, and include student outcome assessment.

10 points Activities to Achieve Objectives

Using the format shown on page four of this application packet, list the activities that will be carried out to achieve each stated objective. State what will be done, by whom, and within what time frame.

15 points Evaluation

Using the format shown on page four of this application packet, and "Montana's Initial Core Standards for Measures of Performance and Program Effectiveness" on page 7 of this form, specify the criteria by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period, who will collect the data, and how it will be collected.

10 points Results, Products, Dissemination

Indicate what products or reports will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points Gender Equity

Indicate the active steps that will be taken in association with project objectives to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Document whether or not the project director has received approved equity training in the last two years. (No credit can be given without documentation from the GEC in OCHE).

15 points Budget Narrative and Budget Form

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. If indirect costs up to 5% of the federal dollars are being requested, indicated the fiscal agency's approved restricted indirect cost rate. Describe what other funds, if any, will be used to achieve project objectives.

Complete the budget sheet on page 5 of this application packet. Although no match is required, list other funds, if any, that will be used to support project objectives.

120 points TOTAL MAXIMUM POINTS

Proposals that do not achieve at least 120 points between two readers will be disqualified. An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on page 6 of this application packet are properly signed AND if documentation of coordination is provided.

FUNDING PROCEDURE

All qualified proposals will be read and rated by at least two readers. Ratings with a 20 point discrepancy or higher will be read by a third reader. Proposals will be funded in strict rank order. Budget negotiations for funded proposals will be carried out by appropriate state staff. The full amount requested may not be the amount funded, subject to those negotiations.

Each proposal will be read and rated according to the rating components included in the attached Proposal Review Form.

OBJECTIVES, ACTIVITIES, EVALUATION CRITERIA/PROCEDURES
PLANNED USES OF P.L. 101-392 FUNDS

Program Year 199__

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA/PROCEDURES

FEDERAL VOCATIONAL FUNDS DETAILED PROJECT BUDGET

Eligible Subrecipient

Project Number

Expenditure Items	Original Budget		Revision No. 1		Revision No. 2		Revision No. 3	
	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds	Federal Funds	Other Funds
Administrative Match								
Salaries & Benefits								
Other Expenses								
Total Admin. Match								
PERSONAL SERVICES								
Salaries								
Hourly Wages								
FICA								
State Unemployment								
Teachers' Retirement								
Retirement - Other								
Insurance (specify)								
Total Personal Services								
OPERATING EXPENSES								
Contracted Services								
Honoraria								
Printing								
Supplies & Materials*								
Postage & Mailing								
Telephone								
Travel								
Rent								
Utilities								
Repair & Maintenance								
Other Expenses								
Total Operating Expenses								
INDIRECT COSTS								
INSTRUCTIONAL EQUIPMENT**								
TOTAL BUDGET								
Date								
State Approval Signature								

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients - \$5,000 per unit

CERTIFICATION AND ASSURANCES

FOR USE OF FUNDS FROM THE

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

TITLE III, PART A FUNDS

**STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS
BY COMMUNITY-BASED ORGANIZATIONS**

The applicants will comply with the requirements of P.L. 101-392 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, P.L. 101-392 funds will be used to supplement, and in no case to supplant, state or local funds.

The applicants assure the Board of Regents that services provided under the approved project will be provided in accordance with section 118 of P.L. 101-392, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

The applicants assure the Board of Regents that special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one will be given in the services provided under the approved project.

Eligible Recipient Agency:

Line 1:	_____	_____
	Chairman, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	_____	_____
	President or Agency Director	Date
Line 3:	_____	_____
	Dean/Department Head/Administrator	Date

Community-based Organization:

Line 1:	_____	_____
	Chairman, Institutional Board of Trustees or Authorized Representative	Date
Line 2:	_____	_____
	President or Agency Director	Date

Project Director:	_____	_____
		Date

CARL D. PERKINS VOCATIONAL, AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS
PROPOSAL REVIEW FORM

Reader Number _____

Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible) Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (10 points) If (1) home economics or (2) counseling will be included in project activities, evidence of status as (1) a certified home economic teacher or (2) school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

- _____ Statement substantiates objectives of proposal. (10 points)
- _____ Statistics and publications quoted are relevant to need statement.
(10 points)
- _____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and date indicating awareness of project intentions and certification on non-duplication. (5 points)
- _____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statements of objectives measurable? Do the objectives indicate the number of individuals that will be served? Do the objectives address the need: to make vocational offerings responsible to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary, and post-secondary education; and to stress up-to-date and emerging technology?

- _____ Objectives are measurable and clearly state outcomes to be sought from project activities. Including student outcome assessments as defined by Montana's Core Standards Measures. (10 points)
- _____ Do the objectives indicate the number of individuals that will be served? (6 points)
- _____ Do the objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana? (1 point)

facilitation of entry into, and success in, vocational education or vocational-technical education? (1 point)

easing the transition between school and work and/or secondary and postsecondary education? (1 point)

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings? (1 point)

Comments:

Activities to Achieve Objectives - 10 points possible Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

_____ The activities spell out what will be done. (4 points)

_____ The persons who will perform the activities are specified. (3 points)

_____ Time frames are specified as to when the activities will be performed. (3 points)

Comments:

Evaluation - 15 points Possible Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

_____ Approved evaluation criteria are stated for each objective in terms of Montana's Core Standards and Measures. (5 points)

_____ The evaluation criteria are measurable. (5 points)

_____ The mechanics of data collection are clearly stated for each objective. (who, how, etc.) (5 points)

Comments:

Results, Products and Dissemination - 10 points possible Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

_____ Project objectives activities and results will publicized through reports and/or materials. (5 points)

_____ Project activities include active distribution of project results to other vocational educators and service providers. (5 points)

Comments:

Sex Bias and Stereotyping - 10 points possible Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

_____ Objectives, activities and evaluation components address steps to be taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (5 points)

_____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)

_____ Sex equity training has been completed. (2 points) Give credit if the project director has participated in sex equity training in the past two years. (No points can be given without documentation from the GEC in the OCHE).

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? If indirect costs are being claimed, is the agency's approved restricted rate stated?

_____ The budget narrative clearly ties planned expenditures to project objectives and activities. (13 points)

_____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (2 points)

Comments:

MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
<p>Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))</p>	<p>* 80% of students show a competency gain over a locally established baseline.</p>	<p>Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.</p>
<p>Measures of performance (115(b)(2)) OUTCOMES</p>	<p>Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.</p>	<p>Examine baseline and annual retention rate by funded program(s).</p>
<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>		<p>Examine baseline and annual competency attainment data for funded program(s).</p>
<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>		<p>Examine baseline and annual placement rates by funded program(s).</p>

- * Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
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Incentives to encourage services to targeted groups or special populations (115(b)(3))	<p><u>Most-Improved Programs:</u> Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.</p>	Report numbers of special population members by group and show increases over baseline number served by group.
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* Monetary Incentives:
 In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.

- Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

REQUEST FOR PROPOSALS
Program Years 1995-1996

TECH-PREP EDUCATION

Carl D. Perkins Vocational and Applied Technology Education Act
Title III, Section 341

A. Purpose

It is the purpose of this part of P.L. 101-392 to provide (1) planning and demonstration grants to consortium of local education agencies and postsecondary educational institutions for the development and operation of four-year programs designed to provide a tech-prep education program leading to a two-year associate degree or a two-year certificate; and (2) in a systematic manner, strong comprehensive links between secondary and postsecondary educational institutions.

B. Eligible Participants

A consortium shall consist of:

- o local public educational agencies, or secondary schools funded by the Bureau of Indian Affairs; and
- o nonprofit institutions of higher education which offer a two-year associate degree program, a two-year certificate program, and which are qualified as institutions of higher education pursuant to section 481(a) of the Higher Education Act of 1965, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978, or a two-year apprenticeship program that follows secondary instruction, if such nonprofit institutions of higher education are not subject to a default management plan required by the U.S. Secretary of Education; or
- o proprietary institutions of higher education which offer a two-year associate degree program and which are qualified as institutions of higher education pursuant to section 481(a) of the Higher Education Act of 1965 if such proprietary institutions of higher education are not subject to a default management plan required by the U.S. Secretary of Education.

C. Definitions

Articulation agreement. A commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

Institutions of higher education. Include institutions offering apprenticeship programs of at least two years beyond the completion of secondary school.

C. Definitions (concluded)

Tech-Prep Education Program. A combined secondary and postsecondary program which (1) leads to an associate degree or two-year certificate; (2) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business; (3) builds student competence in mathematics, science, and communications (including through applied academics) through a sequential course of study; and (4) leads to placement in employment.

Preparatory services. Services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to, or recruitment of, potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs or activities.

D. Contents of Program

Any Tech-Prep program shall:

- (1) be carried out under an articulation agreement between the participants in the consortium;
- (2) consist of the two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or a two-year certificate in a specific career field;
- (3) include the development of tech-prep education program curricula appropriate to the needs of the consortium participants;
- (4) include in-service training for teachers that:
 - (a) is designed to train teachers to effectively implement tech-prep education curricula;
 - (b) provides for joint training for teachers from all participants in the consortium;
 - (c) may provide such training in weekend, evening and summer sessions, institutes or workshops.
- (5) include training programs for counselors designed to enable them to more effectively:
 - (a) recruit students for tech-prep education programs;
 - (b) ensure that such students successfully complete such programs;
 - (c) ensure that such students are placed in appropriate employment.
- (6) provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals; and

- (7) provide for preparatory services which assist all participants in such programs.

Each such program may (1) provide for the acquisition of tech-prep education program equipment; and (2) as part of the program's planning activities, acquire technical assistance from State or local entities that have successfully designed, established and operated tech-prep programs.

E. Distribution of Assistance

It is anticipated that approximately \$300,000 will be available to fund projects in this Special Programs category. Grants will be competitively awarded according to criteria shown on the Rating Form included in this RFP packet and subject to the federal requirement for equitable distribution of assistance between rural and urban consortium participants.

Section 345(d) requires the state to give special consideration to applications which:

- (1) provide for effective employment placement activities OR transfer of students to four-year baccalaureate degree programs;
- (2) are developed in consultation with business, industry, and labor unions; and
- (3) effectively address the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youths with handicaps, and disadvantaged youths.

Consequently, the presence of these factors in applications will receive bonus points in the rating process.

Section 345(e) of the Act requires that the state "...ensure an equitable distribution of assistance between urban and rural consortium participants." Therefore, **funding of highly-ranked proposals will be contingent on distribution of available funds on an equitable basis among urban and rural consortia applicants.** This determination will be made by the sole state agency in consultation with the Montana Council of Vocational Education and relevant staff of the Office of Public Instruction.

F. Application Procedure

The lead agency of the applicant consortium will submit a **two-year plan for the development and implementation of activities** allowed under this program. All member agencies of the consortium must sign off on the plan. Each application should address only one specific field of study or related cluster of courses leading to a specific occupation. The lead agency will be responsible for stewardship of the federal funds granted and for all reporting of consortium activities. The lead agency in most cases will be the postsecondary educational institution within the consortium.

The plan must include all components listed in the next section. The complete plan and one copy must be received by no later than 5:00 p.m., Tuesday, March 1, 1994, at the Office of the Commissioner of Higher Education, 2500 Broadway, Helena, 59620.

G. Amendment Procedure

Those two-year plans that have been approved for funding will be subject to annual review of progress toward achieving annual objectives and congruence with federal regulations and any subsequent amendments to Montana's State Plan for administration of TECH-PREP program. Such review may result in amendments to previously approved two-year plans. The process for such amendments will be specified when necessary.

H. Components of Two-Year Plan

Each application for tech-prep funds **must** contain the following information:

- o Signed assurances from all members of consortium (see attached form);
- o A copy of the written and signed articulation agreement of the consortium members;
- o A description of the Plan, by year, to include:
 1. A description of the specific tech-prep program(s) to be developed, including the core curriculum in mathematics, science, communications, and technologies;
 2. A description of the in-service training to be provided to involved instructors of all participants in the consortium;
 3. A description of the training programs for counselors in all the participating agencies;
 4. A description of how equal access to the full range of technical preparation programs will be provided to members of special populations (disadvantaged (including foster children), LEP, handicapped, participants in programs to address gender equity, individuals in correctional institutions), including the development of program services appropriate to the needs of such individuals;
 5. A listing of numbers of students to be served, by gender, who are members of special populations in each agency of the consortium;
 6. A description of how preparatory services will be provided to assist all participants in tech-prep programs;
 7. If all of the prior components are addressed, the application may include plans to acquire program equipment and/or technical assistance from successful tech-prep program providers;
 8. A detailed budget of planned expenditures for each of the two years, including any funds other than Perkins funds to be used, a summary budget for all two years, and a composite budget that reflects all expenditures of federal and other funds to support career guidance and counseling activities (see attached budget form);
 9. **If bonus points are desired**, the application must include descriptions of how the consortium:
 - a) will provide effective employment placement activities OR transfer of students to four-year baccalaureate degree programs;
 - b) developed its application in consultation with business, industry, and labor unions; AND
 - c) will effectively address the issues of dropout prevention and re-entry and the needs of minority youth, youths of limited English proficiency, youths with handicaps, and disadvantaged youths.

ASSURANCES FORM
TECH-PREP FUNDS FROM SECTION 341 OF THE
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1990

Program Years 95-96

Lead Agency of Consortium _____

Address: _____ (Zip) _____

Telephone: _____

List member agencies of the consortium and attach signed assurances from each consortium member agency:

I. ASSURANCES

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide vocational education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds.

Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

Quarterly fiscal reports and annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the sole state agency for the use of Perkins funds in Montana.

Authorized Representative: _____

Typed Name and Title

Date

Signature

FEDERAL VOCATIONAL FUNDS DETAILED BUDGET

Eligible Subrecipient

Project Number

	First Year Budget		Second Year Budget	
	Federal Funds	Other Funds	Federal Funds	Other Funds
PERSONAL SERVICES				
Salaries				
Hourly Wages				
FICA				
State Unemployment				
Teachers' Retirement				
Retirement - Other				
Insurance (specify)				
Total Personal Services				
OPERATING EXPENSES				
Contracted Services				
Honoraria				
Printing				
Supplies & Materials*				
Postage & Mailing				
Telephone				
Travel				
Rent				
Utilities				
Repair & Maintenance				
Other Expenses				
Total Operating Expenses				
INDIRECT COSTS				
INSTRUCTIONAL EQUIPMENT**				
TOTAL BUDGET				
Date				
State Approval Signature				

* Expenditures for all tangible property other than equipment as defined below.

** Expenditures for all tangible, non-expendable property having a useful life of more than one year and an acquisition cost of:

Secondary subrecipients = \$5,000 per unit

Postsecondary subrecipients = \$ 300 per unit

**MONTANA'S INITIAL CORE STANDARDS FOR MEASURES OF PERFORMANCE AND PROGRAM EFFECTIVENESS
SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION/APPLIED TECHNOLOGY PROGRAMS**

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
<p>Learning and competency gains, including STUDENT PROGRESS in achievement of basic and more advanced academic skills (115(b)(1))</p>	<ul style="list-style-type: none"> 80% of students show a competency gain over a locally established baseline. 	<p>Examine competency gains through pre- and post-test assessments with either standardized assessment instrument(s) or teacher/faculty-developed locally referenced test.</p>
<p>Measures of performance (115(b)(2)) OUTCOMES</p>	<p>Documented increase in school retention rate of vocational students in the funded program(s) compared to the average of the three previous years or other relevant baseline.</p>	<p>Examine baseline and annual retention rate by funded program(s).</p>
<p>Documented increase in percent of students showing competency attainment by completion of funded program.</p>		<p>Examine baseline and annual competency attainment data for funded program(s).</p>
<p>Documented increase in percent of placement into additional training or education, military service, or employment.</p>		<p>Examine baseline and annual placement rates by funded program(s).</p>

- Eligible recipients may make local modifications to this standard based on economic, geographic, or demographic factors, or the characteristics of the population to be served. This means if more than 20% of the students served cannot be expected to make progress according to standardized or local tests, the eligible recipient must explain why and suggest a more appropriate percent for assessing progress.

Federal Requirements:	CORE STANDARDS	Secondary and Postsecondary Standards for Measurement
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Incentives to encourage services to targeted groups or special populations (115(b)(3))	<u>Most-Improved Programs:</u> Statewide recognition will be given to the ten programs that demonstrate the greatest increase in services to at least four of the five special populations.	Report numbers of special population members by group and show increases over baseline number served by group.
--	--	--

* Monetary Incentives:
 In second and third years of the application period, additional funds will be allocated according to the federal formula to the top ten programs identified above.

- Subject to approval by the U.S. Department of Education to use up to six percent of the formula-allocated funds to provide such incentives.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
AMENDMENTS OF 1990

APPLICATION REVIEW FORM
FOR SECTION 341 - TECH-PREP PROGRAMS

Reader Number _____
Track no. of proposal _____

Total Points Earned _____
(Maximum = 200 points)
(140 regular, 60 bonus)

Lead Agency: _____

Plan Title: _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions. Each proposal will be rated by two readers. Ratings with a 20-point discrepancy or higher will be rated by a third reader.

Maximum
Points

Rating Components

- 35 Description of TECH-PREP Program Each program must include two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or a two-year certificate in at least one specific career field. The description should detail how appropriate TECH-PREP education program curricula will be developed. Maximum points can only be awarded for applications that focus on specific career fields that respond to current and emerging labor market needs and that reflect industry standards and competency-based assessment of student outcomes.

_____ Points assigned

Comments:

Maximum
Points

Rating Components

- 20 Description of Inservice Training for Instructors Each proposal must include a description of how inservice training will be provided for teachers that is designed to train them to effectively implement tech-prep education curricula and that provides for joint training for teachers from all participating agencies in the consortium. Maximum points can only be awarded to proposals that clearly provide for the integration of academic and vocational components within the curriculum, that include competency-based assessment of student outcomes, that show innovative instructional techniques that address low achievement, and achievement of gender non-traditional students, as well as coordination with middle school teachers where appropriate.

_____ Points assigned

Comments:

- 15 Description of Training Programs for Counselors Each proposal must include a description of how the training program will enable the counselors in each of the participating members of the consortium to more effectively recruit students for TECH-PREP programs; ensure that such students successfully complete such programs; and ensure that such students are placed in appropriate employment. Maximum points can only be given to proposals that also address fostering gender non-traditional enrollment and retention, and working with middle school counselors where appropriate.

_____ Points assigned

Comments:

Maximum
Points

Rating Components

30 Description of Equal Access and Program Services for Special Populations Each proposal must include a specific description of how equal access to the full range of technical preparation programs will be provided to individuals who are members of each of the five special populations. Each proposal must also address the development of TECH-PREP education program services appropriate to the needs of such individuals.

_____ Points assigned

Comments:

15 Preparatory Services Each proposal shall provide for preparatory services which assist all participants in, or potential participants in, such programs. Preparatory services include: services, programs, or activities designed to assist individuals who are NOT enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: (a) services, programs, or activities related to outreach to, or recruitment of, potential vocational education students; (b) career counseling and personal counseling; (c) vocational assessment and testing; and (d) other appropriate services, programs or activities.

_____ Points assigned

Comments:

Maximum
Points

Rating Components

- 10 Enumeration of Special Populations Each proposal must include a completed Special Populations Enrollment Data table for each of the two years of the application. This table shall include the numbers of disadvantaged, LEP, handicapped, total male and female enrollments and correctional population enrollments to be served by the TECH-PREP program in each of the participating agencies in the consortium.

_____ Points assigned

Comments:

- 15 Budget Each proposal shall contain a detailed budget showing planned expenditures from federal and other sources for each of the two years of the planning and implementation of the TECH-PREP program. There shall also be a separate two-year budget that shows the composite planned expenditures for all career guidance and counseling services (including preparatory service counseling) to be provided with federal and/or other funds. The planned expenditures must clearly tie to the planned activities in each of the two years. No more than 5% of the federal dollars requested shall be allowed for administrative costs, and only if there is an approved restricted indirect cost rate documented for the applicant agency.

_____ Points assigned

Comments:

140 TOTAL POSSIBLE BASE POINTS

_____ Total base points assigned

Maximum

Bonus

Points

Rating Components

20 Placement OR Transfer Maximum bonus points can be given to applications that provide for effective employment placement activities for program participants OR that provide for transfer of students to four-year baccalaureate degree programs. Effective employment placement activities are those that result in program completers placement in jobs or fields in which they have been trained.

_____ Bonus points assigned

Comments:

20 Consultation Maximum bonus points can be given to applications that document development of the application in consultation with relevant business, industry, and labor-union representatives. Satisfactory documentation must include signed minutes of meetings in which the application has been discussed with such representatives OR letters from such representatives that attest to such consultation.

_____ Bonus points assigned

Comments:

20 Special Attention to Special Youth Maximum bonus points can be given to applications that effectively address the issues of dropout prevention and re-entry and the needs of minority youth, LEP youth, youth with handicaps, and disadvantaged youth.

_____ Bonus points assigned

Comments:

Track No.: _____

Reviewer: _____

REVIEW CHECKLIST
TECH-PREP PROPOSALS

ELIGIBILITY: Consortium of LEA's AND PS educational institution that offers 2-year associate degree and/or certificate program OR a 2-year apprenticeship program that follows secondary instruction OR proprietary institution of higher education which offers a 2-yr associate degree.

PS Institution/Apprenticeship

LEA's

PURPOSE: Proposal provides for the development and operation of a 4-yr program designed to lead to a 2-yr associate degree or certificate in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business

Yes___ No___

and provides strong, comprehensive links between secondary and postsecondary educational institutions in a systematic manner.

Yes___ No___

CONTENTS: Signed assurances from all members of consortium;

Yes___ No___

Numbers of students to be served, by gender, who are members of the special pop.s in each consortium participant;

Yes___ No___

Articulation agreement or signed intent to develop such an agreement;

Yes___ No___

Two years of HS preceding graduation and 2 yrs of higher ed or apprenticeship with a common core of required proficiency in math, science, communications and technologies designed to lead to a 2-yr certificate or associate degree in a specific career field;

Yes___ No___

CONTENTS:
(continued)

Development of T-P education program curricula appropriate to needs of the consortium participants;

Yes___ No___

Joint inservice training for teachers from all participants in the consortium to train them to effectively implement T-P education curricula;

Yes___ No___

Training programs for counselors designed to enable them to more effectively recruit students for T-P programs, ensure their successful completion of such programs; and ensure placement in appropriate placement;

Yes___ No___

Provision of equal access to full range of technical preparation programs to special pop.s, including development of T-P education program services appropriate to the needs of such individuals;

Yes___ No___

Provide preparatory services which assist all participants in T-P programs. (Prep services are services, programs or activities designed to assist individuals who are NOT enrolled in vo-ed programs in the selection of, or preparation in, an appropriate vo-ed or training program, such as: outreach to, or recruitment of, potential vo-ed students; career counseling and personal counseling; vocational assessment and testing; other appropriate services, programs or activities.

Yes___ No___

SPECIAL

Application must:

CONSIDERATION:

- (1) provide for effective employment placement activities OR transfer of students to 4-yr Baccalaureate programs;
Yes___ No___
- (2) have been developed in consultation with business, industry, and labor unions; AND
Yes___ No___
- (3) effectively address the issues of dropout prevention and re-entry and the needs of minority youths, youths of LEP, youths with handicaps, and disadvantaged youths.
Yes___ No___

BUDGET: Review for reasonableness given scope, etc. Equipment purchases may be approved ONLY if all other components of the required contents are addressed.

PUBLIC HEARING ON DRAFT STATE PLAN
MINUTES
March 8, 1994

Commissioner of Higher Education
Conference Room #102A
Helena, MT

The public hearing was opened by Dr. Jane A. Karas, Office of Commissioner of Higher Education, Assistant Commissioner of Vocational Technical Education, on Tuesday March 8, 1994, at 10:00 a.m. Present were Jim Burns, Office of Public Instruction, Division Administrator of Vocational and Adult Education; Jim Whealon Office of Public Instruction, Director of Vocational Education; Len Lintner, U.S. Department of Education/Office of Vocational and Adult Education; David J. Dunbar, U.S. Department of Education/Office for Civil Rights; Ellen Swaney, Office of Commissioner of Higher Education, American Indian/Minority Achievement; Jim Fitzpatrick, Executive Director, Montana Council for Vocational Education; Ann Haagenstad, Member, Montana Council for Vocational Education; Lucie Willson, Montana Council for Vocational Education; Rebecca A. Bird, Office of Commissioner of Higher Education, Gender Equity Coordinator; Patty Davis, Office of Commissioner Higher Education, Accountant; Bob Ruthemeyer, Office of Public Instruction; Shanna Bushnell, Office of Commissioner of Higher Education, Secretary for Vocational Technical Education; Warren Means, Fort Peck Community College; Margaret C. Perez, Fort Belknap College; Debra Upham, Blackfeet Community College; and Steve Galbaby, Stone Child College.

Comments on Draft State Plan

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Margrett Perez, President, Fort Belknap College, The distribution formula and its affect on the tribal colleges this year. The state's interpretation of the Perkins Act has allowed the state to eliminate four of the tribally controlled colleges in the state of Montana from receiving Perkins funding. Clearly where we have a plan that excludes four institutions that serve exactly whom the act is intended to serve, it needs to be revised. The tribally controlled colleges currently and in the past have always served the economically disadvantaged under Section 403.32. The law requires assessments be conducted to determine a number of areas. One particular criteria included assessing "the capability of vocational ed programs to meet the needs of individuals of special populations". The plan further describes how the state assessment involves the analyzes of state and county unemployment rates for the last three years. Montana's most economically depressed counties are on Montana's reservations. This has been documented for at least eight years. For the past six years, FBC has received Perkins funding and has been eligible for Perkins funds. The way the numbers are assigned in this formula, for the first time in six years FBC is no longer eligible for Perkins funds. Fort Belknap College is serving twice as many students this year as the first year we were eligible for funding. All of the seven tribal colleges have student bodies that exceed 90% pell eligibility. Perkins Acts Amendments of 1990, Section 232 Distribution of Funds to Postsecondary and Adult programs for a state to alter the general rule formula for distribution of grants when the general rule will not adequately reach out to disadvantaged

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populations under waiver for more equitable distribution. The act explicitly says a waiver is appropriate when the general rule formula does not result in a distribution of funds to the institutions within the state that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution. Such an alternative formula must serve economically disadvantaged students or programs serving economically disadvantaged students according to the statutory language. Other rationales for waivers are for more specific reasons which the populations served by the tribal colleges also have in great numbers. Fort Belknap is willing to work with the state in any way possible to revise the formula, if at all possible, so that we can participate in this funding. The waivers and why a state would or would not request waivers? What the waiver is all about? That is something I would like to have some explanation. Another area that I think we should possibly look at to make sure that the states Native American populations are being represented is possibly placing one of the tribal colleges presidents on the state board. The state vocational advisory board that has 13 members. I see in one category under the six that seems to be a place where we would be able to include some representation from the tribal colleges.

Warren Means, Fort Peck Community College, Poplar MT, I was appointed to the National Advisory Council by the President of United States from 1973-1976. During my tenor on the council we went to great pains to make sure there was an inclusion of Indian

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concerns on the Vocational Education Amendments of 1976. As time goes on it becomes obvious that the intent of the legislation that was written at that time has never been really met either by the Office of Education, the State, the Bureau of Indian Affairs, or any others whom are participants in the distribution and administration of these funds. Tribes and tribally controlled colleges have been put in a situation where they react only to a competitive basis and feel that there has to be something done within the framework of the legislation and state plans, to accommodate the specific and on going needs of the tribal colleges. In the state of Montana all of the tribes that are located within the state find themselves with tribal colleges so it is a really unique situation as opposed to other states. My concern is with the legislation and how that is interpreted in terms of the general rule versus the minimum grant of \$50,000, is that there is no restrictive language. There is nothing in the law that is prohibitive in terms of the state doing something other than what the state currently interprets that language to mean. It seems to me that the states and Montana have taken upon themselves to take the hard interpretation and we feel that the states have an opportunity here to provide a \$50,000 minimum grant to all eligible institutions and from that the balance can be distributed on a per capita basis or some other kind of formula developed that would provide that all of the tribal colleges would become participants in this much needed activity. The needs of the vocational education opportunities and the presentation of these opportunities in tribal areas is one that exceeds the requirements of other populations in terms of percentages of

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unemployed and all the other criteria that are placed in the law upon which the state bases the acquisition of funds out of the federal government and state as such. I think we need to take a look at all of the areas defined within the act and made part of your plan as being areas that Indian tribes in those specific geographic areas should well be accessing not just the 1% set aside monies, not just that, that has been identified in the legislation and the act as being for distribution to tribes within the states, by the states and that the tribal colleges have and should have access to greater funding amounts as well. It states in the law both state and LEA monies and other forms of state money will be used to accommodate the assessments, the application, and the use of those funds throughout the vocational education criteria. In terms of the accessing that is something the Tribal colleges will be looking at. It is our understanding that we will be allowed to submit a position paper with regard to our feelings of what has to be done within the state plan by the 31st of April. The state will be receiving from us a formulated position paper. Along with recommendations as to how that's going to be done. Since 1988, the amount of funds that have been available to postsecondary education has decreased roughly by 30% the amount that has been designated secondary schools has increased by that like amount. That leaves the question as to the intent of the state in terms of providing vocational education opportunities for people who are not only in need of vocational education at the postsecondary level but elect to do that. Whereas there is a different situation in the secondary schools and the state has placed more emphasis on the

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secondary schools than the postsecondary. In spite of the fact that a couple of things have happened there; 1) The enrollment in postsecondary vocational education has increased immensely. There has been roughly a seven percent increase in the total appropriations of funding for the state from 3.9 to 4.2 over the same period of time. Yet the postsecondary schools have taken a 30% cut, it appears that we need to address that issue. In 1980, roughly twice the non Indian population was engaged in higher education than the Indian population, now the Indian population being involved in higher education has exceeded the white population. In the sixteen years that FPCC has been serving students it has influenced the people in the area to the point where they are going to school and getting their education. It seems at a time when we're seeing these increases we need to also be looking at the limited funding that's coming in to accommodate that.

Debra Upham, Blackfeet Community College, Special Population Coordinator, I am representing the college and the students attending the college I feel that the colleges have made a major impact on the reservations in Montana. I am a graduate of a tribally controlled community college and I feel that if it wasn't for that community college I would not have had the courage to even start my education and therefore not go on to get a degree elsewhere. I think it is really important that these colleges offer what they can to the students. I know on my reservation I have seen an improvement not only in the job opportunities but in the attitudes also.

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Margarett Perez, (FBC), In researching the problem and what we are dealing with the American Indian Higher Education Consortium put together a task force and we have begun working on the reauthorization of Carl Perkins for our input into the reauthorization process. In conducting the research to find out how we can get around this problem, we found that in the state of North Dakota some sort of a weighting formula was developed. Dr. Karas maybe we would be able to find if this worked for them. But as I understand it, in order to make some of the Tribal Colleges eligible who have fallen under this \$50,000 threshold, the weighting formula was developed where Indian students were counted as 1 1/4 rather than as 1. It is an option I think would be worth looking into. It seems to have taken care of the problem in the state of North Dakota where they have historically had problems being included.

Warren Means, (FPCC) I think there were two colleges in the original cut that were not eligible, so the two that were not eligible were notified. They went in and reassessed their student population figures and came out with much higher population figures. That then caused the number of total students that were involved in receipt of these funds to be expanded and lessen the per capita requirement on part of the offering to the point where, these other two colleges who were not eligible, then became eligible. Then there were four colleges that were dropped out, because when they were eligible under the other situation, they met the eligibility criteria and suddenly their not eligible. That's why

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it leads me to believe that if there's that kind of a problem that can arise and eliminate these colleges from participating that there should be some criteria by the state that they utilize the \$50,000 minimum for each of the institutions and then whatever is left start moving on toward the use of that.

Len Lintner, US Department Of Education/Office Vocational Adult Education, State Administration Branch; We are involved with the approval of state plans and provide technical assistance to states in the development of state plans. I am in charge essentially of approving state plans for Perkins in this go round of annual plans. Starting with the 76 amendments states were required to address social economic factors in the allocation of funds that went out to both Secondary and Postsecondary institutions with Perkins II. With the Perkins Vocational Education Act of 1990 some major changes took place, one of the major changes is that for both secondary and postsecondary funding, formula criteria had to generate a particular level of funding-for secondary schools it was \$15,000, for postsecondary schools it was \$50,000. Why is that? One of the reasons for these minimums is that prior to the advent of Perkins II, allocation formulas were run such that every LEA, every postsecondary institution was funded. What did this mean? There were certain LEA's that got \$12 under the 76 amendments vocational allocations, the formula was run and they actually applied for \$12. Congress took a look at this situation and said look you have got enough money out there in order to do something,

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and for this reason Congress set minimum funding levels, Congress also dictates what the formula criteria will be that the states use for the postsecondary level. They look at numbers of students, not concentration, not percentage, but actual numbers and they look at the number of pell grant students at postsecondary institutions, they look at BIA assisted students, these are non-duplicated counts. What the formula does now is generate funds to those institutions that have the students. Under the 92 state plan, in this state, given the size of postsecondary funds, postsecondary institutions needed somewhere around 96 students in order to reach the \$50,000 funding minimum, now it is closer to 130-135 somewhere in there. Regulations are very, very specific, Section 403.116(a) says there has to be a split of money between secondary and postsecondary, this split is predicated on the assessment the state does on local needs. In this state the split is now between 65% & 35%; the 35% going to the postsecondary. Bear in mind the smaller the pot of money at the postsecondary level the harder it is to gain the \$50,000. If you have a bigger pot it is easier for the number of schools to compete for \$50,000. If we applied the enrollment figures that were generated for the 1990 plan against current allocations, in order for Little Big Horn to meet the \$50,000 minimum, you would need a pot of money of four million dollars. 403.116(b) says that you have to put this money out on the basis of the funding formula. I heard a suggestion today that says let's give everyone \$50,000 and from then on we will apply a formula. What that means, if you do that is that \$50,000 times 16 institutions would be going out apart from the formula, the

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law doesn't give that leeway. If you submit a waiver based on a formula like that it will be turned down. Section 403.116(c) says that the formula that you run will dole out money to those institutions that gain \$50,000 under that formula. If you don't meet the minimum, you don't get funding. It's very harsh and cruel to those institutions with small numbers.

Section 403.118(a) begins the section on the waiver. By waiver what is meant here is that an alternative formula may be devised. A waiver for a formula that "results in the distribution of funds to the institutions within the state that have the highest numbers of economically disadvantaged individuals". Once again you're taking a look at numbers not percentages. You could have 100% of your student population economically disadvantaged, but if you don't have the numbers to go with that you're going to have trouble. Section 403.118(b) gives you a list of possible alternative formula factors, these are measures of economic disadvantaged, and once again you are counting numbers of students. 403.118(c) spells out requirements for any alternative formula that you may come up with. 403.118(c)(1) says "direct counts of enrollees", any factor that you would use has to measure economic disadvantage. 403.118(c)(3) is very important, any factor or any alternative formula that you come up with has to be uniformly applied to all competing institutions. 403.118(c)(4) says there are no funding pools by types of institutions. 403.118(c)(5) says that there can be no direct assignment of funds apart from the formula. Section 403.111(c) says the state has to review all applications for

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funding. It has to be assured that each program requested meets size, scope, and quality criteria so even if the formula says you are eligible for this amount of money you have to submit an application. I have gone through what Montana is doing with respect to the postsecondary formula. I tried to work out possible alternative formula's that might work to fund those institutions that didn't receive funding. I don't think you can get a formula that will fund each of the tribally controlled colleges. The numbers aren't there. In the state funding that went to the postsecondary, \$3,266,203.00 that the state of Montana received this year, is that based upon the figures that are sent in regarding all of the Pell? Each State's Perkins allocation is based on census data, based on age cohorts that determine the amount that each state gets. When it gets to Montana the law dictates that right off the top of your Title II money certain funds have to go for Corrections, Equity, and Administration. What's left then is your Title II pot of money. Then based on your assessed needs that pot is split between secondary and postsecondary. We have determined that there are five of the seven tribal institutions that are ineligible. The bottom line is that the institutions that are not eligible would have received roughly \$119,000 that wasn't distributed amongst those institutions that money was redistributed amongst all of the institutions if they had taken that dollar volume and said this is how it works. The two institutions that were not eligible at that higher funding level were most assuredly eligible what happens then is it eliminated these other institutions.

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Warren Means, (FPCC) asked with the new head count it's like there is no criteria. There is no formula, what there is here is a floating and highly fluctuating set of values that are being placed on the recipients under a given set of circumstance and when those circumstances are established, then it is re-established as to what each them will get. Once that split is made between secondary and postsecondary the state is obligated to run that money against all eligible postsecondary institutions. All 16 competed against one another in the original formula, and four institutions received less than \$50,000.

Margaret Perez, (FBC) stated within that formula FBC was never eligible. FBC was \$49,095 by moving that decimal point three points. With using the lotus program FBC would have been eligible for \$55,000. This particular program moved the decimal six points and put me \$5 under the threshold and FBC is not getting funded. Now that sort of thing should not keep an institution from getting funded when 98% of it's students are eligible for Pell or disadvantaged, LEP, SP we have every component that is mentioned within this act. By moving a decimal place in a program my institution is not eligible.

Jane Karas, (OCHE) stated that the state is obligated to validate the data that comes in, if there are big jumps either way, less than reported last year, or way more the state has an obligation to verify that data.

Warren Means (FPCC) stated most of these tribal colleges are running about \$3500 a student, major institutions get about double that, black colleges are funded ten times that amount. There is no equity when we come down and we apply for this funding we know

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that our numbers are sufficient at the onset to put us into the competition then to have it redistributed in the manner that is based on somebody deciding that they've got a different body count creates real problems for use in terms of an equitable distribution. If in fact the state is going to establish and it does have the criteria broken down. It shows the four year institutions in the state, and what they receive, vocational colleges in the state and what they receive, tribal colleges and what they receive, there was a slight fluctuation, just pennies, between each one of these line ups. The four year state institutions, and two year state institutions, and tribal colleges, the money within the framework of that when it is broken down into these three categories. We feel we should have stayed within that category because categorically that's where our account came in to accommodate the number of dollars that were first put into it.

Len Lintner (DOE) stated all institutions compete against one another, there was no break out by type of institution. On the page that I have seen, it is broken out simply for display purposes. The formula itself was applied against all institutions using the same criteria, against the same pot of money. Most of the tribal community colleges have very small numbers in relation to everyone else. Salish has the second highest enrollment they get the second highest allocation.

Warren Means (FPCC) asked when you base the receipt of those dollars within that specific area of pell grant and BIA recipients then you have two areas that constitute the division of monies within everybody that receives money. If we're going to eliminate

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those people who are in these other two or three or four tribal colleges that are no longer receiving those funds then you have effectively eliminated that those people may participate in this program. At that point Native Americans are not given equal access to vocational education.

Margarett Perez (FBC) stated in order to be eligible I could have probably looked at every student and could have probably made myself eligible and I think some of the other institutions could have, but I just don't feel that tribal colleges or any other colleges should have to sacrifice their integrity to participate in funding which clearly we were intended to participate through the act, and think that we have clearly established that all the mechanisms are in place to exclude us. How we need to proceed is to determine how we can be included?

Len Lintner (DOE) There are several possibilities one is through the development of an alternative formula but given the small numbers I don't think that will work out.

Warren Means (FPCC) Except that we can do something here, the same as the other institutions are doing. If we included every person that was receiving a pell grant regardless of what their determination was, whether, it's vocational education going through the two year program.

Len Lintner (DOE) If your use an alternative formula to expand your universe, count all pell students, all BIA assisted students, whether they're in vocational education or not, that's one possibility. But remember you can't do it just for the seven tribal colleges, that

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includes everyone and what generally happens is you are going to find it may bring you a few more dollars and that's all, it may not push you over the \$50,000 because everyone else is counting all their students.

Warren Means (FPCC) Was it the intent of Congress to deny access to vocational education to certain tribal colleges that did not meet this minimum criteria?

Len Lintner (DOE) Congress could very well say you have access as a student to any vocational college in the state that vocational education is being offered.

Warren Means (FPCC) That's not true. The thing that we have to do is make it apparent to you as the designee from the office of education that we are not happy with this plan.

Len Lintner (DOE) I'm not terribly happy with it either, but that's the way the legislation is drafted and that's what the state has to follow.

Warren Means (FPCC) It could be an interpretive thing because as I read through here it does say that you can base it on this and this and this but you also have a threshold and that threshold says \$50,000.

Len Lintner (DOE) The \$50,000 is a minimum you have to have at least a \$50,000 formula generated amount.

Warren Means (FPCC) It doesn't say a formula generated amount.

Len Lintner (DOE) Read 403.116 that's exactly what it says, it says the formula you have to use and in 403.116(c) there is an exception, institutions will get money unless

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they fall below the \$50,000

Margaret Perez (FBC) "Are you familiar with any of the states that have used weighting factors?"

What was your experience with that?

Len Lintner (DOE) You mentioned North Dakota. Three years ago North Dakota proposed an alternative formula they ended up using the same BIA factor and the same pell grant factor but they weighted the BIA factor at 1 1/2. They have fewer institutions competing for the money. If you use the straight one to one weighting on those two factors, by weighting the institutions BIA factor at 1 1/2, all four who didn't make it, made it on the second run of the formula.

Margaret Perez (FBC) "Were there any adverse affects to rest of the state?"

Len Lintner (DOE) the only adverse affect is that once you modify your formula in that respect you are taking money away from those that received money originally. Allocations tend to go down to compensate.

Margaret Perez (FBC) "Would it be from other postsecondary institutions"

Len Lintner (DOE) Absolutely, you are competing together, there is no separate funding pools. You are not separating these institutions out, you are competing against one another. If you could devise a formula that would bring the four institutions that are not now funded \$200,000 has to come from the other twelve institutions somewhere, maybe one of those institutions may go up a little bit but \$200,000 from that group at large will

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have to come out.

Margaret Perez (FPCC) Fort Peck Community College and Fort Belknap College formed a consortium and applied for a grant.

Len Lintner (DOE) At the end of December there was technical amendment made to the Perkins Act that essentially allowed postsecondary institutions to form consortia up until then only LEA's could form consortia. Now that possibility exists for postsecondary institutions in order to form that consortium you would need at least two community colleges and their total allocation would have to exceed \$50,000.

Warren Means (FPCC) Does that automatically guarantee funding?

Len Lintner (DOE) Yes, bear in mind that if you form a consortia and each institution generates \$25,000 that does not mean however that you each would get \$25,000 worth of services. If you did it would probably be illegal. Because you can't use the money coming into a consortia you can't put it out the same as you got it. One may get \$35,000 the other would get \$15,000. It is generally services that are being offered in a consortia. Consortium may not be a long term solution. Creating the consortium has not modified the formula. Keep the formula as it runs. Your other possibility I would encourage you to do is to work on reauthorization. Work on it in such a way that you may get relief from the \$50,000. If you go back and take a look at the funding for secondary institutions they don't get the \$15,000 they are encouraged to go into consortium. If it is impracticable to form a consortium they have a secondary back up plan in the regulations. Which says

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that a state may waive these funding requirements if the area is in a rural sparsely populated area. That's language you may want to move over into the postsecondary allocation process. When it comes to allocation formulas there are two ways to put money out on the basis of people and the basis of social-economic conditions. Under the 76 amendment what you had in the way required allocation factors were social-economic, unemployment, drop-out rates. It is very hard to get a formula that brings in both types of institutions, both rural, sparsely populated, and urban area.

Warren Means (FPCC) If we are going to be able to provide vocational education in these tribal colleges we are going to need assistance to do so. The formula completely ignores the basis upon which the money was brought into the state in the first place. Dedicates it to the population centers where they feel that services can be better. Our continuing increase in our college full time enrollment shows us that increase is there on more than percentage of increase on the population. These colleges are having a definite impact on these communities and that has to be factored into what we are trying to achieve.

Len Lintner (DOE) There is non-formula money that is available through grants you have to be applying for this as well. e.g. Tech Prep, CBO.

Jane Karas (OCHE) We don't have a lot of competitive funds, that's the major problem.

Jim Fitzpatrick, Montana Council on Vocational Education, There are two things that I would like to offer. Under 985.4 of the old act, monies were going to populations that

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were misdirected. One thing I would encourage you to do is throw in, so to speak, with the AVA policy seminar. Get recommendations to them. They have legislative personnel who work directly with Congress. If this is done systematically our chances for changes in those constraints are going to get a lot better, than if we all go our different directions.

Len Lintner (DOE) It also works through the Higher Ed Consortium in Washington. I know they're working on some information.

Warren Means (FPCC) One of the problems has been that over the years the colleges and the tribes who lack the capacity to provide vocational education programs on a broader spectrum, have set back and said why bother. Montana is no worse off or better than any of the other states in terms of receipt. We have to find ways of enhancing what the state has if we are going to participate in the greater level ourselves. I would like see people designated to the board so that we have a voice in policy making, how things are handled here, like to see us become more involved in Montana Vocational Association,

Jim Whealon, Office of Public Instruction, There is an opportunity you should all be aware of, Region 5 of the AVA is holding its regional meeting and that's about 16 states including Montana, in Bozeman on April 21, for several days, Rep. Pat Williams and others have been invited to the hearing on the reauthorization of Carl Perkins. There is an opportunity to have some input.

Warren Means (FPCC) One of the things we are doing is being spearheaded by the

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American Indian Higher Education Consortium is in the process of developing an issues statement with regard to reauthorization of Perkins, we are also coming up with a position paper, and proposed legislation.

Margaret Perez (FBC) thanked Dr. Karas for all her cooperation.

Len Lintner (DOE) said he thinks the state is doing what it is supposed to be doing. The problem is the legislation that's at fault. The legislation constricts the states, until that is changed you are going to continue to have problems. Your best plan is to focus on reauthorization, and through the organizations try to get the law changed to accommodate those institutions that are smaller, and in less populated areas.

Dr. Karas (OCHE) stated that the state is doing that the legislation tells the state what it has to do. The state does not necessarily agree that it is the most equitable form of getting the money to where it is needed and where it could be used. She said the state staff will work with the tribal colleges to try to change the legislation because they don't think it is helping the state of Montana the way it is written. She said that all questions brought up in the hearing will be addressed in the state plan.

Warren Means (FPCC) What do we have to do to get the Governor's ear, as far as, appointments to the State Council on Vocational Education.

Jim Fitzpatrick (MCVE) The council is appointed by the Governor for a period of two years. The council members have one more year on May 1, and then the Governor will reappoint. Unless we are swallowed up by what's called the "Super Council" because

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that's on the horizon too. Number one, I would make the Governor aware of that, also make us aware of it because we do work with his staff. We've had people representing special populations minorities etc. over a long period of time. If you have feelings that you are not represented specifically I would let the Governor know as well as the Council.

Jane Karas (OCHE) The Perkins Act requires that state has a Committee of Practitioners that works with the state staff to develop the state goals and assessment and the variety of other, state core standards and measures. We do have American Indian representation on the committee. The public hearing was adjourned at 11:45 a.m. Dr. Karas thanked Len Lintner from DOE/OVAE for his participation.

PUBLIC HEARING ON DRAFT STATE PLAN
MINUTES
March 9, 1994

Billings Technical Center
Billings, MT

The public hearing was opened by Dr. Jane A. Karas, OCHE, Assistant Commissioner of Vocational Technical Education, on Wednesday March 9, 1994, at 1:00 p.m. Present were Jim Burns, OPI, Division Administrator of Vocational and Adult Education; Rebecca A. Bird, OCHE, Gender Equity Coordinator; Ed Cattrell, Dull Knife Memorial College; Jim Shanley, Fort Peck Community College; David Dunbar, U.S. Department of Education/Office for Civil Rights; Avis Yarlott, Little Big Horn College; Janine Pease-Windy Boy, Little Big Horn College.

Comments on Draft State Plan

Ed Cattrell, Academic Dean, Dull Knife Memorial College, Lame Deer, MT. It does not appear from the state plan that there was any evidence of emphasis, on any kind of vocational training for people to be working in any of the social services areas. If in fact this particular plan does, or does not address vocational education in a social services training mode. Such as training home health care people, might be seen as medical training, but also can be seen under a social services. Drug and alcohol counselors, which we do as a vocational program, or getting people ready for certification again through vocational training. We were wondering was that sort of emphasis any where

within the plan, if it were in fact, urban based as opposed to rurally based. Because it has been our experience that if people work in an urban setting they need to be trained in an urban training site. If they work in a rural setting they need to be trained at a rural training site.

Jim Shanley, President, Fort Peck Community College. We have not participated under this Title II Part C of the Perkins Act since the Act was reauthorized. Prior to that time during the past ten years I think that we have participated twice, that participation was limited under the old state plan. I think it involved \$15,000 to \$20,000 each year that we participated. One of our concerns is that the Perkins Act specifically is aimed at certain segments of the population that are under served. Those under-served populations are characterized by unemployed, rural isolated, other categories as well; race and ethnicity are not categories. However, being a tribal college that serves American Indians we find that American Indians tend to meet most of the characteristics required by the under-served population characteristics. Our general concern is that over the past many years, at least the ten years that I have been involved at FPCC, we think that we have had less than equitable treatment under this section of Carl Perkins Act. By equitable, it is not that any particular discriminatory acts or statutes were set in place, but as it turned out for one reason or another our institution has not been able to participate. Yet we are in a rural isolated eastern Montana county. We have over 50% unemployment, we are trying to maintain some sort of a tribal industrial base, but it is very difficult. We could use all the vocational training resources we can get, I know that in our particular situation now since

the reauthorization of the Act our local high schools have started to participate prior to that, the K-12 system didn't participate in this section of the Act either. The plan has not been adequate in terms of meeting the needs of this particular identifiable group of people who are specified to be met under the act. This year in order to deal with some of the language involving the \$50,000 cut off for postsecondary education institutions. They introduced an amendment that allows people to apply in consortiums. There is no real definition of what a consortia consists of? Does a consortia simply mean that two organizations apply together designating one as the fiscal agent, and then run two separate programs? In Montana that is exactly what it has to be. Because of geographical isolation. If we are to go into consortiums with tribal colleges the nearest tribal college to us is FBC which is 180 miles away. It is hard to share instructors at that distance. Essentially what do consortia's consist of and how can they be managed in such a way to make programs available to all the institutions that are in the consortia? If you get more than two, there are a lot of logistical problems. Do similar services have to be offered under one grant per consortia? Is there a dollar limit in a consortia, that is limited to the same dollar calculations that the formula produces, that's never really been clear? It is not clear whether or not a consortia could be composed of a K-12 system and a postsecondary system? If consortia are allowed for both systems does that mean that you could combine them? Which would seem to meet the tech prep language, and the school-to-work efforts, trying to encourage the opening up of the secondary schools to

the world of work. It would seem like all of those things would be served by combining those kind of consortium. It is not clear in the state plan whether that is allowable or desirable. Although waivers are permitted the state has never applied to waive any of the requirements that have limited the distribution of funds to organizations that serve Indian people. It has been our position that the state in an effort to meet the needs of those special populations could have applied for specific types of waivers that may have allowed those funds to be distributed more equitably in terms of providing services to those under-served populations.

David Dunbar, Chief Council, Department Of Education/Office for Civil Rights, Len Lintner was at the hearing yesterday and tried to answer many of your questions. Some he could not. I guess more noted is your concern about the K-12 consortia. He could not make a determination on that at this time.

Dr. Jane Karas, Office of Commissioner of Higher Education, That is something that we'd asked him ourselves as a state whether that would be a possibility and he could not give us an answer. We will send a formal request to Washington DC to the US DOE waiting for them to respond, whether or not that would be allowable. We are as a state stuck in a hard spot. We do agree that a lot of the legislation is discriminatory for rural areas and for certain populations. It was written by urban congress people for urban areas, to serve large numbers of students. It is obvious in the whole Perkins Act that, that's the focus, the way the USDOE interprets it. The law says you need to serve

programs of size, scope, and quality, and their idea is that a state should focus on large programs, that serve large numbers of people. The \$50,000 minimum means that maybe two school districts in the whole state of Montana of 180 eligible recipients would have received Perkins money. With a lot of discussion in Congress and a lot of push from our congress person, that was slowly moved down from \$50,000 to \$15,000. Even with the minimum changed at the secondary level that means 82% of Montana's secondary recipients are still below that minimum. At the secondary level they did finally decide to allow a rural waiver and the consortium. When the Act was first reauthorized in 1990 Congress did not do that at the postsecondary level because it seems representatives from large urban areas feel that to spend \$50,000 for 100 students is not something they want to do. They want to see a lot of students served for the money. They do not understand that in a state like Montana \$4,000 can do a lot of good. Our hands are tied in that sense of the \$50,000 minimum and formula allocation based on the number of vocational technical students you have, and the number of pell grant and BIA recipients, students, and the percentages. Under Section 403.118 talks about the circumstances under which the secretary of education may waive the distribution requirements. Under 403.118(a) the state must demonstrate that the formula that we use does not result in a distribution of funds to the institutions within the state, that have the highest numbers of economically disadvantaged individuals. It is not percentage. That is the key in the way the law is written. If it were the percentage of economically disadvantaged individuals.

The state is willing to work with anyone who is interested in the reauthorization that is coming up of Perkins to try to waive that \$50,000 minimum for rural areas, depending on how Perkins is reauthorized.

Jim Shanley, (FPCC) This is not necessarily what the Congress intended, regulatory law and legislation itself are two different creatures, and sometimes there are mistakes, in the regulatory law that don't get caught until sometimes when they get corrected later in the legislative process. Being from a rural isolated area we need to be pro-active about how we approach this. In other words why not submit a rationale for a waiver in the state plan and let them formally turn the state down and then get it on record as to what their rationale for doing that is. We need to be pro-active from both institutional and governmental stand points in trying to make sure that the population that this is aimed at get served. We have a unique situation in terms, the way the legislation is written, in that our geographic distance and our isolation combines, also with the other factors. We have a low population density. So we have two or three factors in there that really say what this should say, is proportion, why not request a waiver and let them turn you down.

David Dunbar, (DOE/OCR) Under criteria for a waiver saying that if you took criteria in for a waiver of the state plan, then that criteria has to apply across the board to all the institutions which then may not result in the waiver that Jim is talking about. We have criteria in here under the amendment that authorizes a consortium arrangement, if you put a waiver in that, that addresses a consortium arrangement, and allows for some sort

of waiver of certain provisions under 403.118 then that might not disadvantageously affect the consortium that is set up but may benefit it if they are then competing with the single institutions.

Jim Shanley, (FPCC) The reason we have seven tribally controlled colleges in this state is because of political distinctions between those tribes, and because they own separate land bases. Each of them has a separate relationship with the federal government. They are remote from each other and they also happen to be in rural isolated areas, and the thing is if they are taken collectively, if they were one tribal college of Montana, their numbers would meet the condition for the waiver.

David Dunbar, (DOE/OCR) There maybe a provision where you would meet the numbers and also meet certain waiver provisions that allow a more advantageous review of that seven member institution. There is nothing in the regulations that prohibits something like this so perhaps when you seek your answer through Washington, Len may be able to address this. Something that should be considered as maybe a shortcut to a problem that is coming to the forefront here in Montana. I didn't see anything that prohibited something of that nature.

Jane Karas, (OCHE) To take all of the tribally controlled colleges as one.

David Dunbar, (DOE/OCR) Theoretically if they all banded into a consortium arrangement with sub-colleges. Then they would meet the number requirements beyond

that if you had a waiver provision under 403.118 that further allowed some sort of additional consideration for funding that would allow them a more advantageous position within the state structure. Because there is nothing in the 403.118 waiver provisions that says that the waiver is strictly for colleges that are not funded.

Jim Shanley, (FPCC) The arrangement for the request of waiver, the state could request to USDOE, for consideration of the waiver component as you suggested. But the state would need to know if that component was agreed upon in order to ask for the waiver.

David Dunbar, (DOE/OCR) That would be up to the tribes.

Jane Karas, (OCHE) If all the tribal colleges, or those that wanted to, made that request to the state in writing, then we would need to address that in our final state plan and send it into Washington. Depending on what you requested, if you requested to form that type of consortium and ask for that type of waiver we would have to respond to you that either yes, we were going to do that, or respond to you no, and this is why and still send it to USDOE, and to all of you, so that you would all know what our rationale is either way. We could certainly look at that.

David Dunbar, (DOE/OCR) One trend we seem to be seeing again in Education. The whole idea of centralization is a good thing. If we centralize everything we are going to be able to provide more and better services. But actually if you were on the other side of pendulum when it swings back the other way, and say the decentralization of education, most educators that are grounded in it at all would say decentralization makes

much more sense than centralization; you see this reflected in Perkins the plan. Maybe that needs to be addressed in terms of the rationale for a waiver because in rural isolated areas decentralization is about the only thing that works. If you can do it at the local level, somebody two to three hundred miles away from you surely isn't going to be able to do it. It is very difficult for people who live in the highly populated small areas to understand that.

Janine Pease-Windy Boy, President, Little Big Horn College, I have some written comments I would like to submit. The first page of comments gives a brief look at the history of LBHC in vocational education. Participation under the Perkins Act has been painfully little. So that is really important because our entire comment is based on our exclusion from participation in the act. We were able to participate before the last reauthorization but only small amounts. It has been very difficult for us as a Tribal College to get in to the Montana state funds, we have always tried, we have always submitted proposals. We are very interested in participating. We wish to access the funds on behalf of the special populations that we serve. It appears from the allocation chart that Montana's tribal colleges are actually 32 % of the state vocational training enrollment. That is disadvantaged vocational students. We are 26% of over all enrollment of vocational training. If you follow through with those numbers you look at the allocation for postsecondary vocational technical allocation (from the chart) that it appears, that the Montana Tribal Colleges are getting jilted each time. If it was based on

a service or entitlement basis. The fact remains that we aren't getting the money to the people who need to be served, and structurally we are looking at some serious barriers. Of course the plan notes that. The allocation chart only shows what happens this year. At the bottom of the allocation chart there was a listing of different numbers for the vocational technical centers. What irritates me about this kind of allocation chart, or just this kind of plan looking at two years is that it is a snap shot, it doesn't give you the full view of what has happened. I think it is really important for the plan to look at things in larger numbers, otherwise the rights of our students to have their access, looked after or monitored, they are not well served. Tribal college students are essentially paralyzed by their enrollment in LBHC, because they have not had the access to services. They will continue to probably not have access to services. The students bear the penalty by not having Perkins funds. The students who should have access to these funds through our institution have no access what so ever. The Dean and I applied for the 1% set aside from 1981 to 1991 regularly without exception and were not funded. You could say well finally we improved to the point where we were funded in 1991. It is not an option to say they are served by the 1% set aside it is discretionary, highly competitive and it is unlikely that we'll go into the future with this funding. The \$50,000 threshold and requirement for a consortium. To require us to make a consortia where a consortia may not make any sense, LBHC is already a member of 7 or 8 consortiums. It is not administratively feasible for us to consortia up every time we turn around. I have never seen anything that tells

me what a consortia is; how complex or simple is this relationship? At LBHC we did not know we were not funded until Feb 23, which was the Thursday before the deadline for the applications to be in. I find almost no mention of racial groups in Montana. I have looked entirely through this plan and have found only in the context of tribal colleges, is there even implied that there is Indian populations in MT. This state has a very high percentage of Indian population and it should say so in this plan. The American Indian students are now LEP, or Economically Disadvantaged instead of Indian. Three or four years ago it was important, it led to their eligibility, it's hard to know where Indians are, and where they're measured in this plan. Another factor I would like to point out about the plan is there is no method that points out some way of working with the structure of the law, actually prejudices us accessing the money as tribal colleges and tribal members. Our numbers continue to be used, in the last three years LBHC, and Crow members numbers were used to get money, but we got no money, if you can't give us money, don't count our numbers. We have an inordinately high secondary drop out rate in this state of American Indian students. While money is allocated to secondary schools, what concern is there for those who are simply out of the system. That couples with the exclusion the tribal colleges have experienced. The plan does recognize the barriers, the inflexibility, on page 8 in the plan, the report authors have used euphemistic language to the extent it says "only four of the tribal colleges will be excluded from access to these Title II funds". Four of 16 is 25% of the institutions and four of seven tribal colleges is

more than 50%. What it means to me is that this plan is written for 75%. There is no safety net for any of the tribal colleges, if we don't somehow meet the criteria. Mentioning American Indian population there really is no relief proposed. There might be some mechanism of looking at an overall waiver on an application. LEP in terms of special populations, it seems that the plan could look where there is in fact LEP on Indian Reservations, in high schools, I see those numbers diluted in terms into charts. I don't know what it has to do with the people in tribal colleges, and the 58 schools where there is a large number of Indian students. At LBHC 75% of our students speak Crow first, and we have a high percentage of students that receive pell grants and yet we have no access to these funds. We are almost every special population you can define under this law, but we still have no access to these funds. Section 3 of special populations says that the state plan places a funding priority on those programs needing improvement that serve the highest concentrations of individuals who are members of special populations. We have formidable barriers, I don't see any solution to that, how can you claim to have funding priority when there is no effort to a solution. If there has been an evaluation of how Perkins funds have been used, we have never participated in it. At LBHC I don't remember ever being monitored or evaluated. If you don't apply and you are excluded, then I guess you're also not monitored or evaluated so you drop out of existence. On page 33 where there is a summary of annual evaluation requirements and says that "In summary of what's happened over the year, that services have improved, supportive

services available to special populations students have increased". What does that mean that they increased? What does it mean that they increased when four of seven colleges are not eligible? Why is there not a footnote there? I would like to mention in 1976-78 the Montana tribes allied to gain access to vocational education funding and certainly it was under previous authorities of vocational education. We formed the High Plains Higher Education Alliance. We eventually got a State Attorney General's opinion that said the tribes were like sectarian organizations and as a result we couldn't apply for state block grant funding. I testified in hearings as did my colleagues at that time, oddly in the hearing the recorder didn't record our testimony, but as a net result we managed to get that ruling overturned. We never did get any state money however. It is really getting to be old hat to come to these hearings. It is almost to the point where I would just rather not bother, despite the fact I am a tribal college president, to be sure that somehow we have access to these funds on behalf of our students. The barriers then were that we were sectarian organizations, now we don't make the \$50,000 threshold, or we are not special enough to somehow meet the criteria. The net affect is resting on the shoulders of the students, their loss is just as great then as it is now. Some of those same people who were waiting then are still waiting now. What are we going to do to manage to serve that waiting list? Montana is applying some of the same things to tribal colleges that nation applies to Montana. Some of the same structural barriers we run up against as part of Montana being rurally and sparsely and thinly populated. I challenge all of you

to make a difference that is long lasting.

Jim Shanely, (FPCC), What exactly is vocational education? I don't know that the Carl Perkins Act goes very far to eliminate that confusion. If everyone is confused, how are we all counting our people? Does everybody count the same kinds of people the same way? We have always considered vocational education to be a one, two, or three year after secondary school program. How we count is different in each case. I think that all of the community colleges in the state face the same problem in terms of counting. They all have people who are in Associate of Applied Science programs, Certificate programs, and Associate of Applied Arts programs. At FPCC we do not count people that list themselves as being AAA or AAS people because theoretically those people can transfer. They are not terminal degree programs. Nearly everyone that is involved in education now, will be involved with education again at some point in their life. For a good majority of people coming out of the community college background a lot of them will be working in their vocation prior to the time that they ever transfer on and finish any four year programs. FPCC's transfer rate is probably around 15% & 20% and I would say that we have almost nearly as many people in the supposedly terminal degree programs that transfer as we do our AAS & AAA programs. We have as many people that finish up the general education requirements in the transfer program that end up in a vocational area working for the remainder of their life, yet we couldn't count those people for the purposes of this act and I don't think that institutions across this state have consistently

counted students the same way. I don't know of any way to make this less confusing than this is, but perhaps the whole idea of the funding formula based on counting disadvantaged vocational students, is not realistic maybe it should be a formula based on counting the disadvantaged in terms of pell grant and BIA recipients in schools that provide some basic vocational tracks. If you have a student attending a particular type of institution they tend to be more vocational than people that attend the universities. I think those could be identified in the state plan, at least those kinds of ideas should be presented to the federal government to clear up some of their unclear thinking about this. The definitions of who is a vocational education student are very confusing, I don't think they are clearly defined in our own plan.

Avis Yarlott, Little Big Horn College, The definitions that they do come up with, get so broadened that the special populations are eliminated and that's what happened with pell grants. The low income people were eliminated after the middle income people were eligible.

Janine Pease-Windy Boy, (LBHC) We took a look at the definitions because on the first several years under this criterion, when we submitted our numbers looking strictly at carpentry and maybe office education, we looked at what our graduates had been doing after graduation they were almost all in tech positions in Indian Health or Bureau of Indian Affairs or park service. At LBHC we actually have no AAS, we have an AA because of our limited resources we have the same track serving two purposes. You may have a

vocational direction, but you will also be able to transfer. If you look back at our numbers you will see our numbers have changed substantially from last year to this year. We made those choices ourselves, based on the confusion that Dr. Shanley just suggested. Any one could make that choice based on the sort of definitions that are being used in Montana, so it is extremely pliant. We would do well to have more discussion on that.

Avis Yarlott, (LBHC) You list the vocational students who receive pell grants. We have a lot of students who are eligible for pell but they cannot receive pell because of academic suspension, default on a loan, so those can't be counted. That skews the picture.

David Dunbar, (DOE/OCR) Title IV, for those institutions with a high default rate, I think we have couple in Montana, with high default loan rates, that means that they have created their own people that are ineligible for Title IV. Essentially those are the people you would classify as vocational education students that should be receiving those services, but because you use that as some kind of a trigger, it doesn't work.

Janine Pease Windy-Boy, (LBHC) We don't have any default rate because we don't have a loan program. However what we have is students enrolling at LBHC who have defaulted on loans they took out at other institutions. Our counts in this formula suffer from that we have probably as many as a dozen, maybe as high as 20 per term who cannot be counted, but are in desperate need of financial aid. Because of a default on a loan they cannot receive pell. So our numbers are diminished from that factor,

attaching pell eligibility is certainly an indicator, but there is also economic need beyond pell eligibility. If we could have counted those students we would have had that extra \$75 to go over the threshold.

Ed Cattrell, (DKMC) The past year the secretary's priorities revolved mainly around Tech-Prep kinds of things. That runs on an assumption that there is a high school that the tribal college works with that has some sort of training at the upper two years of high school that they can plug into a 2 + 2 program with whatever a community college might develop. We specifically have no high schools that have those kind of things. Is that going to be repeatable as a top priority in the following set of funds?

Jim Shanley, (FPCC) These concerns are not Montana's concerns alone, almost all the Northern Plains states, and all the states that have substantial Indian populations have had the same sorts of difficulties with these regulations. One of the reasons you see us out in force this year, we realize the reauthorization of the Act is coming up and we want to try to establish some base to go back into Congress, and we would like the support of states to talk about how difficult it has been to serve American Indians, so we can make some changes to the Act when it comes around.

Jane Karas, (OCHE) We are certainly happy to work with you as much as possible on that.

Janine Pease Windy-Boy, (LBHC) One of the comments we had during the last reauthorization to our concerns indirectly in congress was that they were not happy about

the set asides, that they wanted to see state run systems that access people. They trusted the states, we need to show somehow that it has not happened any better. We need to be sure that our message in Congress is that the access that people have especially in tribal colleges has not been afforded under the methods that are set forward.

Jane Karas, (OCHE) Mentioned that there will be a Region IV, AVA meeting, April 21, in Bozeman, Rep. Pat Williams has been invited to attend and talk about the reauthorization of Perkins. They will discussing the reauthorization as a region of the AVA. That would be another place you might want to go on record. If you can get at least one representative from the tribal community colleges to attend.

Jim Shanley, (FPCC) One concern that the Perkins Act does not address particularly in a rural isolated state, is consistency. If you talk to the people that administer the vocational technical schools in the state they will tell you that vocational education is a more intensive infrastructure, and staff wise then general education. There has to be more consistency, or you cannot maintain a vocational infrastructure. I know that we haven't had enough money to start with to go around in vocational education. One of the problems with inconsistent distributions of money is that does not allow institutions to build and maintain infrastructures. For example training automotive technicians, modern american automobiles have changed dramatically since 1984. What you could train a mechanic to do in 1983, that same mechanic could not work on a 1994 variety automobile

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simply because the systems have changed dramatically. In order to keep up with the current training of that individual you need an influx of equipment and teacher training every year and if you don't get that you can't maintain the vocational track. Our society is going to be in big trouble if we keep dribbling down amounts that are not large enough to allow us to train people to go into the technologically sophisticated next century that we are facing. Consistency really needs to be addressed as part of the state plan and concern for the state plan.

Jane Karas, (OCHE) We will respond to all of the issues that were brought up during this hearing in our final state plan. Thank you all for coming.

COMMENTS ON THE 1995 & 1996 MONTANA STATE PLAN
FOR THE
PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Submitted by
LITTLE BIG HORN COLLEGE
OF THE
CROW TRIBE OF INDIANS

Crow Agency, MT

Submitted to
Jane A. Karas
Assistant Commissioner for Technical Education
Montana Higher Education Systems

DATE: March 9, 1994

Public Hearings, Billings Technical Center

COMMENTS OF LITTLE BIG HORN COLLEGE ON THE 1995-1996 MONTANA STATE PLAN

Introduction.

Little Big Horn College is the tribally chartered community college of the Crow Tribe of Indians in southeastern Montana. The college was chartered by the tribe in 1980. Located in the town of Crow Agency, the college has a facility of 25,000 square feet of education space, that include 14 classrooms and labs, a library, student lounge, day care center, building trades lab, an archives, and administrative offices. The student enrollment during Fall 1993 was 315 F.T.E., among whom 98% are Crow Indian adult students. Little Big Horn College offers nine associate degree programs, some of which have options. LBHC was accredited by the Northwest Association of Schools and Colleges in June 1990.

History of LBHC Vocational Education.

Little Big Horn College vocational education programs began in 1980, with programs in community nursing, printing and media production, livestock technology and business/office education. These programs were supported through the discretionary 1% setaside of the Perkins Act, reserved for Indian Tribes vocational education. In strong, but owing no thanks to Montana State managed Carl Perkins funds. At the conclusion of the three year Perkins grant in 1981, the college's special funding for vocational education ceased. **Later in 1987-88, Montana Office of Public Instruction funded support for a business instruction improvement grant; and in 1989-90, another small grant for campus daycare services. These two totaled \$65,000.** After eleven years of grant proposal submission to the 1% setaside of Perkins, LBHC was awarded a three year grant for building trades, business and data processing support, largely in student services, tuition and stipend support.

The college is primarily funded through the Congressional act, the Tribally Controlled Community Colleges Assistance Act. The college allocation from the TCCC Act have been insufficient to moderate in support. The per student allocation has ranged from \$1,960/ISC to \$3,200/ISC, well below the Montana support levels to their three community colleges. The vocational program funding support does not vary from is the academic program support. Our vocational programs have been existing in a state of underfunding. Help through the Montana Vocational Education Programs has been almost non-existent.

Despite these factors of Congressional underfunding and Montana's meager help through the Perkins Act, Little Big Horn College has a distinguished vocational education offering in carpentry and building trades, in business and office systems, in data processing, and in health and science related technicians training.

Specific Interests of Little Big Horn College.

The Little Big Horn College seeks to obtain support for appropriate and quality vocational education programs, for the effective training and placement of Crow Indian graduates in our Crow Indian communities. Our Department of Math, Science and Technology has established important school/college linkages through after school math programs, Saturday science academies and certified elementary teachers training in the sciences. These efforts are tech prep in nature, but without the support of Perkins funds. LBHC has plans to expand the science/math based technician programs.

Comments on the Current Funding Process.

The Montana Commissioner has a funding process for Perkins discretionary grants to Montana's Tribal Colleges that is grossly inadequate. The practical application of the process has been to neglect or ignore substantial and important numbers of American Indian vocational students. In a careful analysis of this year's allocation charts indicate the following realities about the Montana commitment to tribal colleges:

- 1. The disadvantaged vocational education students at the Montana tribal colleges comprise 32% of the disadvantaged students in the entire State of Montana.**

Total Montana V-T enrollment-----	5,427
Total Montana tribal colleges V-T enrollment----	1,417
Percentage from Montana tribal colleges-----	32%

- 2. The vocational education students at the Montana tribal colleges comprise 26% of the vocational education students in the entire State of Montana.**

Total Montana disadvantaged V-T enrollment----	3,127
Total Montana tribal college disadv. V-T #-----	995
Percentage from Montana tribal colleges-----	26%

- 3. The Montana vocational education support of \$ 1,157,000 should be divided to equitably support all White and American Indian Montanans, not just the White Montanans and some American Indian Montanans.**

Total Montana postsecondary V-T allocation	\$ 1,157,000
26% of the Montana postsecondary V-T allocatns	\$ 300,820
32% of the Montana post secondary V-T allocatns	\$ 370,240

Montana post secondary V-T allocation to Montana tribal colleges.....	\$ 266,251
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- 4. A snapshot look at Montana's allocation of postsecondary vocational education support (a year at a time) underestimates the real effect of this shortfall over time.**

Over a ten year period, only two or three of the seven tribal colleges have been funded, and for painfully small amounts.

Over a ten year period, this percentage of excluded American Indian vocational education students has persisted, despite the federal origination of these vocational education funds.

The accumulative of exclusion and neglect comprises of serious inequity in funds distribution. Montana's American Indian people have been structurally excluded from federal vocational education benefits.

5. American Indian postsecondary vocational education students are being penalized for their enrollment in the tribal colleges.

American Indian students have chosen to enroll in tribal colleges largely due to socio economic factors. Low income, lack of mobility and family circumstances have necessitated the American Indian students enrollment in the tribal colleges.

We know that the grand majority of American Indian postsecondary vocational education students are enrolled at the tribal colleges.

The tribal colleges have been excluded from the Montana V-T allocation process, especially the smaller tribal colleges. Therefore, the American Indian students who attend these tribal colleges have had no access to the Montana Perkins support for vocational education.

By design, the Montana allocation system excludes access to Perkins support to a substantial percentage of the American Indian enrollment, which consists of large scale discrimination; there is no equity of services here.

6. The allocation system requires a \$50,000 threshold for funding. Several of the tribal colleges fall only \$2,000 short of this artificial threshold. The alternative is to form a consortium to total the \$50,000.

Consortium arrangements are costly. The tribal colleges are underfunded to begin with. Then the Montana system requires that the tribal colleges travel across the State of Montana to form consortial arrangements with other ineligible. This sets up an artificial means of funds access. What if a tribal college has no interest or common interests in consort

In isolation, this consortial requirement could be practical. However, the requirement to bunch tribal colleges into a "workable consortium" persists everywhere we turn in the giant bureaucracies, from the Department of Energy to the National Science Foundation. Currently, Little Big Horn College holds interest in at least seven major consortium arrangements.

The three Montana community colleges fall short of the numbers served by the Montana tribal colleges; yet all of these Montana community colleges' V-T students are funded.

The State of Montana suffers on many sides from the impact of rurality location and sparse population. Ironically, the State of Montana has rendered similar suffering on the tribal colleges for reasons of sparse and rural population.

7. Little Big Horn College was notified of the \$0 funding in the February 7, 1994 allocation schedule only by Fax, and this came through another tribal college. This information effectively arrived in the Dean's Office on February 23, leaving only a few days to form a consortium and submit an application. Further, there are no guidelines for those tribal colleges who must form consortia to be eligible. How is this accomplished?

Comments on the Montana State Plan.

General Remarks. The Montana State Plan is without complexion. There is few if any mentions of the large American Indian population in the State. Why is this? The terms available through the Perkins Act gives generic categories that are used over and over again. If you looked at the Montana Plan without knowing it was in fact from Montana, it could be from any state. This is unacceptable.

If the Montana Plan is based on numbers of disadvantaged, yet American Indian disadvantaged consistently have been excluded, these numbers should also consistently be eliminated from the Montana Plan numbers. If there is not structural mechanism to prevent continued exclusion, then keep your official territory off the numbers you can not hope to serve.

The Montana Plan makes no mention of the inordinately high secondary school dropout rate among American Indian populations. The 1990 U.S. Census indicated that the American Indian high school dropout rate ranges from 39% to 60% among the seven Montana reservations. This poses an even further and extremely serious exclusion in the system, that is, the lack of access afforded to those American Indian high school aged students who have left the secondary system, and whose access to Montana vocational education fund benefits are cut off. This secondary factor couples with the consistent exclusion of tribal colleges from post secondary vocational education access to comprise a remarkably discriminatory situation.

On page 8, item #4, with regard to the distribution plan, Little Big Horn College notes the following:

The report authors have used euphemisms to minimize the level of tribal colleges excluded, using the terms "only four will be excluded from access to these Title II funds."

At the time of the report writing, the tribal colleges' V-T student count must have stood at less than 25%; however, the allocation schedule from February 7, 1994 indicates that 26% of the total V-T students are enrolled in tribal colleges, and 32% of the disadvantaged V-T students are in enrolled at tribal colleges.

The plan recognizes the "artificial barriers," "lack of waiver criterion," the "use of literal numbers" and "little flexibility" in distribution, but provides no commitment to protest these conditions **on behalf of thoses effected.**

The recognition of enrollment at the tribal colleges is important and duly noted, however, once again, the terminology used is diminutive, "represents less than a quarter of the state's vocational-technical student enrollment."

III. Special Populations. ASSURANCES appear to be hollow and without meaning. **Item 1.** Surely the American Indian population is a special population. How can the State pledge nondiscrimination when the tribal colleges are so consistently excluded, year after year. The State Board provides no plan for relief from this continued exclusion. **Item 4,** American Indian students whose only educational option is to attend a tribal college suffer the same exclusion as their respective tribal college. Based on their special populations members, they are in fact suffering discrimination. **Item 9** refers to

Limited English proficiency; whereelse, but in the tribal colleges will you find this special population. At Little Big Horn College, there are nine credits of English language development coursework, to compensate for the primary language fluency in our student population. **Item 10**, if the State of Montana is monitoring access of limited English proficiency students and their access to the vocational education programs, then where is the provision to visit the tribal colleges? **Item 10** refers to the disadvantaged students; how can access to disadvantaged students be assured, when the tribal college enroll 32% of the disadvantaged postsecondary V-T students, and so many are consistently excluded?

B. III. Special populations, DESCRIPTIONS, Item 7, H. places a "Funding priority" on those programs needing improvement that serve the highest concentrations of individuals who are members of the special populations. For this to happen, there must some structural changes to allow the tribal colleges full and non-barriered access to Perkins funds. **Page 19, third paragraph**, the State Council on Vocational Education is supposed to monitor and review services to special population, based on the local applications. When you are excluded from application, how can services be monitored to assure special populations services?

Page 20, fourth paragraph, charts the special population students numbers, and it is difficult to distinguish American Indian presence here, the terms limit their numbers' visibility. Must we be restricted to these terms only?

III. Special populations, item 3 (p. 30), identifies the indices used by the State to determine the number of economically disadvantaged students; if the State of Montana can not structurally access all disadvantaged students, then the numbers consistently unserved should be left out of the State indices. Are special populations outside of school, yet school aged being forgotten?

IV. EVALUATION, B. DESCRIPTIONS. page 32, second paragraph, the state evaluation process over the past three years has shown that Perkins funds have resulted in: "**Item 12** supportive services available to special populations students have increased." During the past three years, no funds have been applied to several tribal college campuses, their student have seen no benefits. Why are these situation overlooked or ignored? Out of sight, out of mind, out of report.

IV. EVALUATION, ANNUAL EVALUATION REQUIREMENTS, page 33, 1) a). "identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs." The structure of this report leaves in place acknowledge barriers, inflexibility, and exclusion. Despite rudimentary evaluations in the past, the exclusion of tribal colleges has persisted.

Footnote in Montana History. In 1976 through 1978, the Montana Indian Tribes and their educational authorities, and in some cases, tribal colleges, petitioned Montana State for access to the Montana State federal block grant funds for vocational education. In a State Attorney General's Opinion, the Tribes were interpreted as sectarian organizations and therefore ineligible to meet criterion under the federal guidelines. Only through Congressional oversight was the Attorney General's Opinion overturned. Unfortunately, structural barriers existed then and barriers, although of a different nature, exist now. The new and practical effect of these barriers is exclusion and educational discrimination. To the student unserved, the lack of services delivers the same loss.

